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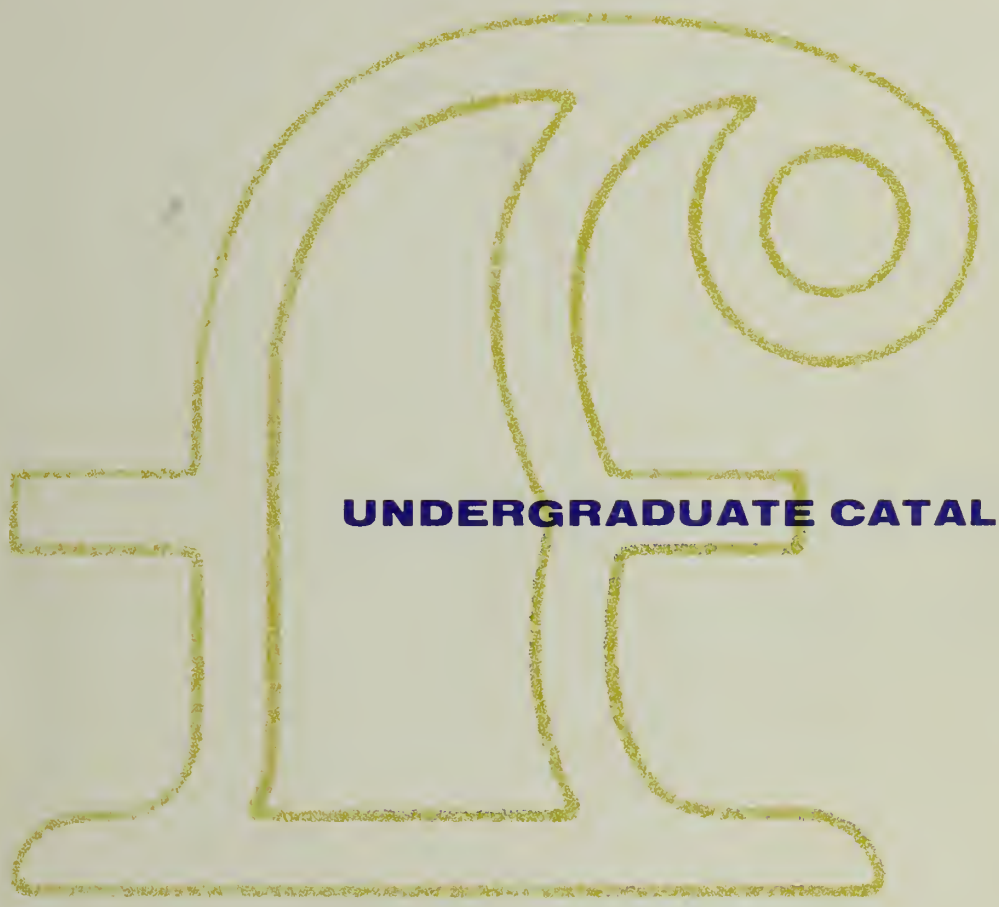

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FITCHBURG STATE COLLEGE

Fitchburg State College maintains its policy of non-discrimination and affirmative action in fulfillment of the requirements of Executive Order 11246 and 11375, Titles IV, VI, VII, IX and X of the Civil Rights Act of 1964 as amended in 1972, Section 504 of the Rehabilitation Act of 1973 and other applicable state and federal statutes.

To the College Community:

Fitchburg State College has a proud heritage of service to its students and to the Commonwealth of Massachusetts.

The college understands its role of educating for a better world and for a more self-fulfilling life for all of its graduates as participants in the future world. In order to accomplish this enviable task, the college faculty engage our students in vigorous pursuit of the truth. The teaching-learning function and research elements which are integral to the successful acquisition of knowledge are a rigorous and exciting part of what we call the Fitchburg State College community.

Each student who enters the college should expect to find an honest welcome and the willing hand of service and friendship from each fellow student and from all the members of the college staff. The student should also expect to find an academic program which is challenging to the intellect; and which provides for the broadening of horizons about the world in which one lives, and of the world that lies before the student which should be enriched because of his experiences as a student here.

In addition the student should find many exhilarating opportunities that come from the interchange of personal pleasures, interests, fears, and joys with fellow students. College life provides unusual opportunities for people to assess the human qualities in each other and to learn the benefits of true friendship.

We at Fitchburg State College hold that this is a worthy institution, and that those who join us will leave us as more knowledgeable, thoughtful and concerned adults. Your attendance here shows that you share our aspirations. We trust that you will be successful in attaining them.

Vincent J. Mara, Ph.D.
President

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1977/78

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CALENDAR
1977 – 1978

FALL SEMESTER

September 5	Monday	Residence Halls open for Student Teachers and New Students only, 12:00 Noon
September 6	Tuesday	College Opens – Including Residence Halls First Station of Student Teaching Begins
September 7	Wednesday	Classes Begin
October 6	Thursday	U.S. & Mass. Constitution Examination
October 10	Monday	Columbus Day – No Classes
October 28	Friday	First Student Teaching Station Ends
October 31	Monday	Second Student Teaching Station Begins
November 9	Wednesday	Friday Class Schedule
November 11	Friday	Veteran's Day – No Classes
November 17	Thursday	U.S. & Mass. Constitution Examination
November 23	Wednesday	Thanksgiving Recess Begins. Classes end at 3:00 P.M. Residence Halls Close
November 27	Sunday	Thanksgiving Recess Ends – Residence Halls re-open 3:00 P.M.
November 30	Wednesday	Last Day for Withdrawal from Classes without Penalty
December 13	Tuesday	Last Day of Classes
December 14	Wednesday	Final Examinations
December 23	Friday	Residence Halls Close. Second Student Teaching Station Ends.

SPRING SEMESTER

January 16	Monday	Martin Luther King Day. Residence Halls Open – 3:00 P.M.
January 17	Tuesday	College Opens – Classes Begin First Student Teaching Station Begins
February 20	Monday	Washington's Birthday – No Classes
February 22	Wednesday	Monday Class Schedule
February 23	Thursday	U.S. & Mass. Constitution Examination
March 17	Friday	Spring Recess Begins – Residence Halls Close First Student Teaching Station Ends
March 20	Monday	Second Student Teaching Station Begins
March 26	Sunday	Residence Halls re-open at 3:00 P.M.
March 27	Monday	Spring Recess Ends – Classes Begin
April 13	Thursday	U.S. & Mass. Constitution Examination
April 17	Monday	Patriot's Day – No Classes
April 20	Thursday	Last Day for Withdrawal from Classes without Penalty
May 12	Friday	Last Day of Classes
May 13 through	Saturday	Final Examinations
May 19	Friday	Final Examinations
May 19	Friday	Second Student Teaching Station Ends
May 19	Friday	LaFayette Day – Holiday – to be observed
May 24	Wednesday	Residence Halls Close
June 4	Sunday	Commencement

THE COLLEGE

HISTORY OF THE COLLEGE

The State Normal School in Fitchburg was established in 1894 by an act of the Massachusetts legislature and opened in temporary quarters in the old high school building on Academy Street. Principal John G. Thompson was aided by three teachers, 200 books, and an $11,500 budget for the education of 46 women in a two-year program. In December 1896, the school moved into its new building and took charge of the Day Street and Highland Avenue city buildings as state schools of observation and practice.

Several years later the Edgerly School was opened on an eight grade model and practice school and in 1910 it became one of the first junior high schools in the United States. The following year a Practical Arts teacher training course for men, the first of its kind in the country, was instituted. The new course assisted in increasing male enrollment.

In 1932, the school was authorized as a four-year college to grant the Bachelor of Science in Education degree and two years later became State Teachers College at Fitchburg. Over the next decades, many departments such as Special Education, Nursing, and Business Administration were added to the existing education departments and by 1977 Fitchburg State College was offering thirty-one degree programs in the thirteen academic departments to its 3,400 full-time students and 4,600 part-time students. The campus now has 54 acres and 23 buildings.

BUILDINGS AND GROUNDS

The 54 acre main campus includes academic buildings, an administration complex, three residence halls, the library/campus center, an auditorium/theater, a dining commons, and gymnasium. A short distance north of the campus are a 35 acre athletic and recreational area and the 1000 pupil McKay Campus School, a cooperative laboratory facility involving college education students and elementary and junior high school children. The Biology Department maintains a 75 acre field station on the property of the 4-H Camp Middlesex in Ashby, Massachusetts.

Anthony Building, 1936, was named for Willis B. Anthony, Director of the Industrial Arts Department during the period 1909 - 1947.

Aubuchon Hall, 1966, (William E. Aubuchon, Jr., Trustee of the Massachusetts State College System, 1949 - 1974), is a residence hall for 358 women.

Campus Police Headquarters, 1968, is located on Pearl Street at the corner of North Street.

Condike Science Building, 1963, (Dr. George F. Condike, professor of Chemistry 1947 - present and Academic Dean 1954 - 1956), houses the offices of the Academic Dean, the Dean of Undergraduate Studies, Biology, Chemistry, Computer Science, Physics, and Medical Technology Departments.

Conlon Building, 1978, (Florence Conlon, professor, 1920 - 1961), has the offices of Humanities Department including the Art, Music, and Philosophy facilities, the Industrial Arts Department, the Instructional Media Department with the photography laboratories and the television studio.

Edgerly Hall, 1900, (Joseph G. Edgerly, Superintendent of Schools in Fitchburg, 1875 to 1914), contains the offices of Career Planning and Placement, Professional Experiences, and the Geography Department.

Hammond Building, 1975, was named for James J. Hammond, Instructor and Commonwealth Professor 1937 - 1962; President, 1963 - 1975; Chancellor of the Massachusetts State College System, 1975 - present. The Hammond Building contains the Campus Center, Library, Data Processing Center, Learning Resource Center, and the Massachusetts Film and Media Service Cooperative.

Herlihy Hall, 1957, (Charles M. Herlihy, Principal, 1927 - 1932 and President, 1932 - 1944), is the men's dormitory and houses 150 students.

Holmes Dining Commons, 1973, was named after Roger Franklin Holmes, professor of history from 1928 to 1969.

McKay Campus School, 1971, was named for Edith McKay who in 1950 donated ten acres of land to the City of Fitchburg. Besides being a campus elementary and junior high school, the McKay Campus School contains the offices of the Departments of Early Childhood, Elementary, Secondary, and Special Education and the Center for Study and Research in Human Development.

Miller Hall, 1903, (Joel D. Miller, a Massachusetts State Senator, 1894 - 1897 and member of the State Board of Education, 1895 - 1909), contains A.I.D. office; English, Speech, Mathematics, and Social Science Departments; Veterans Administration representative.

Newman Center, 281 Highland Avenue, owned by the Worcester Roman Catholic Diocese, is the Center for the Newman Association and includes a chapel, a lounge for studying and socializing, a kitchen and recreation room for all Fitchburg State College students.

Parkinson Gymnasium, 1957, named for William D. Parkinson, principal from 1920 to 1927, contains offices and classrooms of the Physical Education Department.

Percival Hall, 1909, (Harry F. Percival, professor, 1931 - 1953), houses the Behavioral Science Department including the Psychology, Sociology and Human Services offices.

Sanders Administration Building, 1963, (William J. Sanders, President 1945 - 1950), contains the offices of Academic Dean, Admissions, Alumni Relations, Associate Dean of Students, Bursar, Business Office, Dean of Administration, Dean of Students, Dean of Undergraduate Studies, Executive Vice-President, Financial Aid, Fiscal Affairs, Personnel, President, Public Information, Purchasing, Registrar, and Research, Planning and Development.

Thompson Hall, 1895, (John G. Thompson, principal, 1895 to 1920), houses the offices of the Dean of graduate and Continuing Education, Director of the Evening Division, Director of Field Services, the Fitchburg State College Education Association, the foreign language faculty, and the Nursing Department.

Parking Regulations

Parking facilities at Fitchburg State College are limited, but are being gradually expanded.

Commuting students are required to obtain identification stickers if they wish to park in student lots on campus.

There are no parking areas assigned to resident students. Junior and senior residents whose curricula require travel to nursing and teaching assignments should confer with the Dean of Students Office.

More specific information is contained in the booklet entitled "Motor Vehicle Regulations."

Animals on Campus

Due to health and safety considerations, no animals can be allowed on campus or in campus buildings at any time. Obvious exceptions would be seeing-eye dogs and laboratory animals.

ACCREDITATION AND MEMBERSHIPS

Fitchburg State College is accredited by the New England Association of Schools and Colleges, The National Council for Accreditation of Teacher Education and the National League for Nursing.

The New England Association of Schools and Colleges is one of six nationally recognized regional accrediting associations in the United States and is the official accrediting agency for schools and colleges in the six New England states. Institutional membership in the Association indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Fitchburg State College is a member of the American Association of Colleges of Teacher Education, The College Entrance Examination Board, The American Association of Colleges of Nursing, The American Association of State Colleges and Universities, American Association of University Women, The International Association of Colleges and Universities, The American Council on Education, and The New England Association of College Admissions Counsellors.

GOALS AND OBJECTIVES

THE COLLEGE COMMUNITY

GOAL: A paramount objective of Fitchburg State College is the promotion of the welfare of the entire College community. To this end the College has established the following objectives:

1. To provide a systematic evaluation of present programs, policies, practices, and of all the members of the College community, as well as the regular assessment of needs in conjunction with short, medium, and long-range planning;

2. To strive for the recognition of and respect for the rights and responsibilities of all members of the College community;

3. To establish and maintain well-defined and open channels of communication throughout the structure of the College;

4. To maintain a clearly defined system of governance which calls for active participation by representatives of students, faculty and administrators; and

5. To encourage individuals in their search for meaningful truth and in the honest consideration of ideas both in the classroom and in communication with all members of the College community.

STUDENT DEVELOPMENT

GOAL: The intellectual, esthetic, and moral development of students during their college years demands the existence on campus of an attitude or climate suitable to the attainment of this goal. Therefore, the College aims:

1. To develop a spirit of commitment to learning by stressing high standards of intellectual performance by encouraging scholarly research, by developing the ability to analyze and synthesize knowledge from a variety of sources, and by communicating the conviction that learning is a life-time process;

2. To enable students to acquire knowledge in areas such as the Humanities, Social Sciences, Physical Sciences, Biological Sciences and Mathematics as well as a depth of knowledge in at least one academic discipline and/or interdisciplinary studies;

3. To strive for moral development which requires reflection on and self-appropriation of ethical principles as a guide for personal conduct, as a basis for self-esteem, and as an aid to growing in respect for others;

4. To assist students to:

   a. recognize the great moral issues of our time,

   b. develop respect for all peoples,

   c. seek the improvement of the quality of human life in areas such as environment, social problems and other relevant issues of the day; and,

5. To establish those conditions which are conductive to an esthetic environment that involves students and faculty in the determination and promotion of cultural activities.

CAREER EDUCATION

GOAL: The College aims to assist students in identifying their own personal goals and in deciding their careers. To attain this goal, the College strives:

1. To prepare students to meet the needs of society through careers in areas such as teaching, nursing, medical technology, human services, business and industry, and government, among others;

2. To provide programs preparing students for these careers, including programs geared to new and emerging career fields;

3. To provide options and opportunities, including field services, which aid students in securing employment; and,

4. To provide additional training opportunities intended to renew and update persons already holding jobs.

THE COMMUNITY AT-LARGE

GOAL: The college must acknowledge some responsibility touching on the life of the local, regional, state and national communities. To this end it aims:

1. To serve as a cultural and intellectual Center for these communities;

2. To cooperate with local, regional, state and federal agencies in attempting to solve local, regional, state and national social, economic or government problems;

3. To provide for continuing adult education;

4. To facilitate involvement of students in neighborhood and community service activities; and,

5. To make most effective and efficient use of the human, natural and material resources provided by these communities.

COLLEGE GOVERNANCE

Among the many organizations on campus, the All-College Council plays a central and vital role. The Council is composed of five students, five faculty members, and five administrators, elected by their peers. The Council shares in governance in matters which concern the whole College Community. The Council not only deals with problems which arise, but also recommends policy in areas affecting the entire College Community.

POLICY OF FITCHBURG STATE COLLEGE

Fitchburg State College's policy prohibits discrimination on the basis of race, sex, religion, age, color, creed, national origin, marital or parental status, or handicap, in compliance with Section 504 of the Rehabilitation Act of 1973, in the recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of any of its programs and activities, as specified by federal and state laws and regulations.

In keeping with Title IX of the 1972 Education Amendments Act, Fitchburg State College guarantees that no student shall be excluded from participation in, denied the benefits of, or be subjected to discrimination in any of the College's programs or activities. This assurance extends to all aspects of the operation of the College affecting students, such as admissions, financial aid, counseling of all types, classroom procedures, academic and educational programs, athletics, housing, funding of activities, and use of facilities.

CONFIDENTIALITY OF STUDENT RECORDS

This is a summary of the **Massachusetts State College System Guidelines Pertaining to Confidentiality of Student Records**. Copies of the Guidelines are available for study at the library and at offices where records are kept.

Education records include "records, files, documents and other materials which ... contain information directly related to a student" and "are maintained by an educational agency or institution." The following are excluded: personal files of faculty and administrators; law enforcement records; medical, psychiatric, or psychological records and, employment records of non-student personnel.

Directory Information "includes a student's name, address, telephone listing, date and place of birth, school or college, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student."

The College will release directory information upon request unless the student involved requests in writing that it be suppressed. Such request must be made annually no later than October 1st or, for second semester entrants, February 1st.

Access Rights of Students: Students may have access to records other than those pertaining to parental financial information and those containing confidential evaluations and recommendations written prior to January 1, 1975. A student may waive his/her right to access to materials submitted after that date but must not be required to do so. When a waiver has been employed, the student may, upon request, be notified of the names of those who have submitted evaluations or recommendations.

Access Rights of Others: No one shall have access to education records without written consent by the student except for the following:

1. Faculty and staff who have a legitimate interest;
2. Federal auditors who require information by state and federal statute;
3. Financial aid personnel processing applications;
4. Research agencies which must use data in such a way that individuals cannot be identified and who will destroy the information when it is no longer needed;
5. Accrediting agencies;
6. Parents of dependent students under certain conditions; and
7. Others in emergency situations involving health or safety.

How to Gain Access to a Record: A student who wishes to examine a record must obtain a request form from the Dean of Students' Office upon presentation of a proper identification card. The request form must be completed, and a photostat

together with the identification card presented to the office where the record is kept. Only the permanent card (transcript) is considered as a "permanent educational record." Other records may be destroyed in accordance with established schedules. Students may challenge contents of a record. The keeper of said record will discuss the challenge and indicate steps available to the student. The correctness of an assigned grade is not open to challenge but the accuracy of its recording is.

Types and Locations of Records: The following listing denotes types of records and the record keeping office in the daytime session of the College. Students in other sessions of the College should consult with the offices of those Divisions to determine their record-keeping locations.

Type of Record	Office of Record
Academic (Transcripts, etc.)	Registrar
Admissions	Director of Admission Admissions
Athletics	Director of Athletics
Disciplinary	Student Personnel Services
Financial	Business Office
Financial Aid	Director of Financial Aid
Placement	Director of Placement
Scholarships	Associate Dean of Students
Veterans	Coordinator of Veterans Affairs

Since physical location of offices is subject to change, the student should consult the directory at the Highland Avenue entrance to the Administration Building.

Questions related to the material above should be referred to the Student Personnel Services Office. Again, it should be noted that the above is a digest and that the complete guidelines are available for study at the offices listed above and in the Library.

PRIVACY AND CONFIDENTIALITY REGULATIONS PURSUANT TO FAIR INFORMATION PRACTICES ACT

Privacy and Confidentiality regulations pursuant to the Fair Information Practices Act – F.I.P.A. – (Chapter 776 of the Acts of 1975) are posted, together with a copy of the Chapter 776 and the name of the F.I.P.A. administrator on appropriate bulletin boards at the College. They may also be examined at the offices of the Deans of the College and of the F.I.P.A. administrator.

Included in these regulations are the following sections intended to implement this law.

I. Intent
II. Definitions
III. Implementation Responsibilities
IV. Security Procedures
V. Maintaining Records of Data Usage
VI. Access to Personal Data
VII. Data Subject Objection
VIII. General Procedures
IX. Enforcement Procedures

Students should note that if any of these regulations should conflict with applicable provisions of the federal Family Education Rights and Privacy Act of 1974, as amended, or of any regulations promulgated pursuant to said act, the provisions of said federal act or federal regulations shall control.

CORRESPONDENCE AND VISITS

The post office and telegraph address of the College is:

Fitchburg State College
160 Pearl Street
Fitchburg, Ma., 01420

The telephone number of the College is: (617) 345-2151.

The following administrators have information on subject matters listed below:

The President:
General interests of the College.

The Academic Dean:
Academic services, faculty and academic professional staff.

The Dean of Undergraduate Studies:
Curriculum, academic work of students.

The Registrar:
Academic records, transcripts.

The Dean of Students:
Financial Aid, scholarships, remunerative work, housing, athletic programs, career planning and placement.

Director of Admissions:
Admission to the freshman class and transfer from another college.

Bursar:
Payment of bills and business matters.

CLASS CANCELLATIONS

In the event of inclement weather the cancellation of classes will be reported on WBZ, WEIM, WFGL, WTAG, and WLMS radio stations.

ADMISSIONS

ADMISSION OF STUDENTS

Fitchburg State College endeavors to offer admission to those students whose high school records and backgrounds offer promise of a successful and satisfying college experience. Each applicant is considered individually, and the decisions of the Committee on Admissions are based on many factors. Consideration is given to applicants regardless of their race, religion or national origin.

Taken into consideration are the high school record, scores on tests administered by the College Entrance Examination Board, recommendations by the high school principal or guidance counselor, and the extra-curricular and outside-of-school activities. Strong emphasis is placed on the high school record and rank in class.

Applications are accepted beginning in October. In order to be given consideration the application and all supporting credentials should be received no later than March 1.

APPLICATIONS

It is necessary that applicants to the College comply with all the following requirements:

1. Application Form. To be submitted to the Admissions Office as early as possible during the senior year in high school. Applications may be obtained at high schools, Community Colleges, or State Colleges throughout the Commonwealth of Massachusetts.

2. Submission of a transcript of the complete high school record through the first marking period of the senior year. This must show a minimum of 16 units, preferably in college preparatory subjects. (All students, before entrance to college, must be graduated from high school or offer equivalent preparation.)

3. Submission of the College Entrance Examination Scholastic Aptitude Test (SAT) scores and the Student Descriptive Questionnaire (SDQ). The College welcomes the results of the College Entrance Board Achievement Tests. Many candidates present Achievement Tests in English and applicants who expect to continue in a foreign language in college should take an Achievement Test in that language. Other Achievement Tests may be taken in the student's major fields of interest. Junior year SAT scores are acceptable but it is strongly recommended that the senior year examinations also be taken. Note that it is the applicant's responsibility to arrange for the forwarding of the necessary test scores directly to the College from the Educational Testing Service, in Princeton, New Jersey. The college code number is R3518.

4. A recommendation of the applicant from his or her high school principal or guidance officer giving evidence of academic interest, ability, and preparation, should be sent to the Admissions Office.

Interviews are not required and are not a part of the selection process. However, applicants who desire to have an interview or to visit the campus are invited to write the Admissions Office for an appointment. Interviews are not scheduled on Saturdays or holidays.

Fitchburg State College employs a "rolling admissions" policy. Rather than a simultaneous notification of all applicants of their acceptance, the candidates are notified on a continuing basis over a period of several months.

TRANSFER STUDENTS

A limited number of students are admitted to Fitchburg State on transfer from other colleges. Only students with satisfactory academic and personal records can be considered. Transfer into the Industrial Arts program may require attendance in the Summer Session with the student's eligibility to continue thereafter dependent upon both his achievement and available space in the shop courses. A minimum of 24 to 30 semester hours of acceptable credit is necessary for consideration as a transfer applicant.

The following credentials must be submitted by transfer applicants:

1. Application for Admission.
2. Transcript or transcripts of all previous college work, including a statement of honorable dismissal from the last college attended.
3. A catalog from the previous college (s) with the courses taken clearly marked.

Transfer credits will normally be granted for work completed in other accredited colleges which was of passing grade or better and in courses similar in content to courses offered at Fitchburg.

This evaluation is made only after an application has been processed and admissibility has been determined. (Maintenance of a "C" average does not insure transfer to a State College.)

Transfer students exempted from a three-hour Composition requirement in any accredited college or junior college may be exempt from EN 12. No credit is to be given. Students exempted from a six-hour Composition requirement will be exempt from EN 10 and 12. No credit is to be given.

In accordance with Board of Trustees' policy the following guidelines have been established

1. Applicants for transfer to any College in the Massachusetts State College system will be evaluated for admission on the basis of their previous college academic record.
2. Whenever possible, degree credit will be granted for course work completed at recognized institutions of higher education. Courses which do not fit the degree program may be counted as fulfilling the open elective requirements of the four-year curriculum. The transfer student will be required to fulfill the same degree requirements as any other student.
3. A student must successfully complete at least one year as a full-time student to receive a baccalaureate degree from Fitchburg Fitchburg State College, which normally must be the senior year.
4. Among equally qualified and eligible transfer applicants, priority in admissions will be as follows:
   a. First priority is given to transfer students in good standing from within the State College system.
   b. Second priority is given to qualified transfer applicants from Massachusetts Community Colleges.

To be given consideration, all applications should be made to the college by April 1.

COMMONWEALTH TRANSFER COMPACT

Throughout higher education in the Commonwealth of Massachusetts, an Associate Degree from any two year college signatory to the Commonwealth Transfer Compact is honored as a unit and is defined as the equivalent of 60 credit hours of undergraduate college level study including:

(a) 6 hours of English - communication;
(b) 9 hours of behavioral - social sciences;
(c) 9 hours of humanities - fine arts;
(d) 9 hours of mathematics - science; and,
(e) the remaining credits to be on a college level.

Fitchburg State College honors this policy and will award, upon acceptance, the credits earned as part of the Associate Degree program.

HOUSING

Residence Hall accommodations on compus for both men and women are available on a limited basis. Rooms are assigned for the academic year with an Occupancy Agreement required. Most rooms are arranged for double occupancy and are furnished with single beds, wardrobes, and desk and chair.

No rebate of Residence Hall charges is made once a student has occupied a room. It is emphasized that occupancy is expected for the full academic year.

All residents are required to participate in a food service plan. Rebates on food service charges are prorated on the same basis as tuition refund policy.

All bills must be paid with either cashiers checks, money orders, bank checks or travelers checks. No personal checks will be allowed.

1. Application Fee
   $10 (not refundable nor applicable to tuition).
2. Tuition
   A. For residents of Massachusetts: $500 per year - payable in two installments of $250 at the beginning of each semester of 1977 - 1978.
   B. For non-residents: $1250 per year - payable in two installments of $625 at the beginning of each semester.
3. Registration Fee
   A Registration Fee of $50 is required of all new students upon acceptance. It is not refundable, but is credited against the first semester tuition for students enrolling in the College.
4. Student Activity Fee and Athletic Fee
   All students are required to pay a Student Activity Fee of $30.00 per year ($15.00 per semester) and an Athletic Fee of $35.00 per year ($17.50 per semester). These non-refundable charges support certain extra-curricular and organizational programs on campus.

5. Room and Board for Resident Students

The cost of board is $500 per academic year for the five-day plan; $532 per academic year for the seven-day plan, but the room cost depends upon the hall to which a student is assigned. The maximum charge for room and board at present is $1,312 annually and is payable in equal installments at the beginning of each semester.

A residence hall deposit of $50.00 is required of all students accepted for rooming in a College residence hall. This payment, not refundable, is credited against the second semester room charge.

6. Tuition Refund Policy

A. For new students, freshmen and transfers: For all new students, there is a $50.00 non-refundable tuition deposit. Such deposit shall be credited to the student first semester tuition charges. If such a student withdraws prior to the beginning of classes or within the first week of the beginning of classes, two-thirds of the tuition charge shall be refunded. If the student withdraws between the end of the first week and the end of the second week, one-half the tuition charge will be refunded. If the student withdraws between the end of the second week and the end of the third week, one-third of the tuition charge will be refunded. A student withdrawing after the third week of classes shall receive no refund.

STUDENT COST

The following list includes the essential expenses (exclusive of such items as clothing, travel, and entertainment) for which a student would budget for an academic year:

Application Fee (not refundable nor applicable to tuition)	$10
Tuition	$500 ($250 per semester)
Tuition (out-of-state students)	$1250 ($625 per semester)
Registration Fee (not refundable but applicable to tuition)	$50
Student Activity Fee	$30 ($15 per semester)
Athletic Fee	$35 ($17.50 per semester)
Books, Supplies	Approximately $175
Library Fee	$10 ($5 per semester)
Placement Fee (seniors only)	$5
Resident Hall Deposit (Not refundable but Applicable to second semester room charge)	$50
Room and Board	(See item 5 below)
Educational Services Fee	$15 ($7.50 per semester)
Campus Center Fee	$30 ($15.00 per semester)
Health Fee	$15 ($7.50 per semester)
Residence Hall Damage Deposit	$50
Insurance (optional)	Approximately $30

All fees are subject to adjustment by the Board of Trustees of State Colleges in keeping with changing costs of operations.

B. For returning students: A student who has paid tuition prior to the opening of school and who notified the school that the student will not be attending any classes will be entitled to a full refund of all tuition. If the student withdraws between the beginning of classes and the end of the first week, two-thirds of the tuition charge will be refunded. If the student withdraws between the end of the first week and the end of the second week, one-half the tuition charge will be refunded. If the student withdraws between the end of the second week and the end of the third week, one-third of the tuition charge will be refunded. A student withdrawing after the third week shall not be entitled to any refund.

7. All costs listed above reflect Trustee Policy as of January 1, 1977. Costs may increase if so voted by the Board of Trustees.

Past Due Student Accounts

Any indebtedness to the College which becomes past due, immediately jeopardizes the student's enrollment, and no such student shall be permitted to graduate or register for a subsequent semester or summer school term. Further, any student who fails to pay all indebtedness to the College may not be issued diplomas, degrees, or other official statements, unless otherwise mandated by law.

Due dates are posted annually by the Chief Fiscal Officer.

VETERAN EDUCATION

Fitchburg State College is an approved institution for providing education for the veteran.

Veterans are urged to keep themselves informed about benefits available to them through the Veterans Administration. Information may be obtained from:

John F. Kennedy Federal Building
Veterans Administration - Regional Office
U. S. Government Center
Boston, Mass. 02203

Vietnam Veterans from Massachusetts are entitled to attend Fitchburg State College on a no-tuition basis. Additional information may be obtained from:

The Commonwealth of Massachusetts
Department of Education
31 St. James Ave.
Boston, MA. 02116

FINANCIAL AID AND SCHOLARSHIPS

Fitchburg State College administers and coordinates a variety of financial aid programs. Students should begin application procedures well in advance of the term during which they are seeking assistance and should observe the deadlines for the various programs for which they apply. The information given here is general, so students interested in specific programs or seeking specific or updated information should consult the Financial Aid office as early as possible for assistance in their financial aid planning.

1977 - 1978 Application Procedure

I. **Incoming Freshmen**

A. Dependent Students

1. File a Parent's Confidential Statement (PCS) with College Scholarship Service listing Fitchburg State College (Code 3518) as a recipient.
2. File a Basic Educational Opportunity Grant and return the Student Eligibility Report to the Financial Aid Office.
3. File a Massachusetts State Scholarship application with the Board of Higher Education. Also list Mass. State Scholarship (Code 0558) as a recipient on the Parent's Confidential Statement.
4. File the Fitchburg State College Application for Financial Aid.
5. File a notarized copy of your parent's 1976 Federal Income Tax Return (Form 1040 or 1040A) with the Financial Aid Office.

B. Independent Students *

1. File a Financial Aid Form (FAF) with College Scholarship Service listing Fitchburg State College (Code 3518) as a recipient.
2. File A Basic Educational Opportunity Grant and return the Student Eligibility Report to the Financial Aid Office.
3. File a Massachusetts State Scholarship application with the Board of Higher Education. Also list Mass. State Scholarship (Code 0558) as a recipient on the Financial Aid Form.
4. File the Fitchburg State College Application for Financial Aid.
5. File a notarized copy of your 1976 Federal Income Tax Return (Form 1040 or 1040A).

II. Current Students

A. & B. **Dependent and Independent Students***

1. File a Financial Aid Form (FAF) with College Scholarship Service listing Fitchburg State College (Code 3518) as a recipient.
2. File a Basic Educational Opportunity Grant and return the Student Elegibility Report to the Financial Aid Office.
3. File a Massachusetts State Scholarship application with the Board of Higher Education. Also list Mass. State Scholarship program (Code 0558) as a recipient on the Financial Aid Form.
   Note: Students currently receiving State Scholarships **DO NOT** need to submit a new application. However, a copy of the Financial Aid Form **MUST** be submitted to the Board of Higher Education in order to be re-evaluated.
4. File the Fitchburg State College Application for Financial Aid.
5. File a copy of your parent's and/or your own 1976 Federal Income Tax Return (Form 1040 or 1040A).

* Note: Incoming Freshmen and currently enrolled students who intend to file as independent students must be able to answer **NO** to questions 9, 10, 11, on the Financial Aid Form and must submit the necessary supporting documentation (Federal Tax Return 1040/1040A).

DEADLINE

May 1st, 1977

NOTE: TRANSFER STUDENTS

Students transferring to the college mid-year must submit their aid applications by December 1st, 1977.

All Financial Aid administered at Fitchburg State College is based on need and the availability of funds. The basic premise of Financial Aid programs is that the parents and the students are primarily responsible for meeting college costs. When the costs involved exceed the amount parents, and/or students are reasonably able to contribute, financial need exists. The method of determining this need is the processing of the Parent's Confidential Statement or the Financial Aid Form with College Scholarship Service.

Following are brief descriptions of the types of financial assistance available:

National Direct Student Loan

This is a federally funded program for students who meet the financial qualifications and is limited by the amount of money the college receives from the government. As a loan it must be repaid over a 10-ten year period at the interest rate of 3% per year. Repayment begins 9 months after graduation.

Supplemental Education Opportunity Grant

This is a federally funded program for students from low income families and is limited by the amount of money the college receives from the government. SEOG awards must be matched by an equal amount, from another approved source of Financial Aid.

Nursing Loan Program

This is a federally funded program for students who meet the financial qualifications and again is limited by the amount of money the college receives from the government. As a loan it must be repaid over a ten year period at the interest rate of 3% per year. Repayment begins 9 months after graduation. A student is eligible for cancellation benefits of up to 85% on the total repayment if he or she works at least five years, full time at a public or private nonprofit hospital upon graduation.

Nursing Scholarship Program

This is a federally funded program for students with exceptional financial need and is limited by the amount of funding the college receives from the government.

College Work-Study Program

With assistance from federal funds, students can be provided with part-time employment at the college. Eligibility is dependent upon meeting the financial qualifications and the amount of funding available.

Outside Sources of Aid

Basic Educational Opportunity Grant

This is a federally funded program to which students must apply directly. After applying students may expect to receive the results (Students Eligibility Report) in approximately 4 weeks. All Financial Aid applicants must submit the Student Eligibility Report to the Financial Aid Office. If you are eligible your award is based on the index number and the cost of education at Fitchburg State College.

Massachusetts State Scholarship Board of Higher Education

Residents of the state of Massachusetts may be eligible for grants of $300 per year while attending Fitchburg State College. These funds are awarded to students by the Commonwealth of Massachusetts.

Higher Education Loan Plan (HELP)

Students are eligible to apply to their banks for educational loans to help meet their costs of education. Interest rates are 7% per year, payable after graduation if the student qualifies for a federal subsidy. For more information contact any participating bank.

SCHOLARSHIPS

Scholarships are awarded at various times throughout the year and are publicized via bulletin boards and other campus media. Deadlines and other detailed information can be obtained from the Dean of Students' Office.

The following scholarships are administered directly by the College Scholarship Committee and require that a PCS or a FAF be on file to assist in the evaluation of need.

Hammond Band Scholarship ($100.00) Available to the full-time undergraduate student chosen as the outstanding member of the Fitchburg State College Band.

LeBlond - O'Sullivan Memorial ($100.00) - Available to full-time juniors or seniors with financial need and a record of service to the College.

Parking Scholarships ($300.00) Made available from fines collected for illegal parking on campus to full-time students who have completed at least one semester and have at least one year remaining at the College.

Performing Artists and Athletes ($300.00) - This scholarship alternates yearly between outstanding performing artists and athletes who are full-time undergraduate students.

Special Education ($100.00 to $300.00) Available to full-time day students who are special education majors and graduates of a Massachusetts high school.

Carl T. Witherell ($300.00) - Available to full-time undergraduate students who are industrial arts majors, preferably members of Epsilon Pi Tau.

North Central Massachusetts District Board 44 - Awarded to an outstanding basketball player.

Other scholarships available to students at the College are:

Alumni Scholarships ($100.00) - Available to currently enrolled students with financial need who are in good academic standing. Apply through the Fitchburg State College Alumni Association.

Fitchburg Business and Professional Women's Club ($300.00) - Available to full-time women students commuting from Fitchburg, Ashby, Ashburnham, Lunenburg, Townsend or Westminster, who have completed one year satisfactorily.

Grace Gummo Nursing (amounts vary) Available to deserving students in the nursing program.

Leominster Business and Professional Women's Club ($400.00) - Available to women residents of Leominster.

Student Government Association (amounts vary) - Available to sophomores, juniors, or seniors with a 2.2 cumulative average and a record of leadership. Apply to Student Government Association.

MILITARY SCIENCE

Army Reserve Officer Training (ROTC) is offered by Fitchburg State College and is available to all male and female students. Physically qualified American citizens who complete the entire four-year program will be commissioned in the United States Army. Post graduate Army service will be satisfied by a brief three to six month period on active duty for training only followed by participation in an Army reserve component or three years active duty as a leader and manager. Delayed entry on active service for the purpose of graduate schooling is routinely granted.

Military Science is designed to complement other instruction offered by Fitchburg State. Emphasis throughout is on the development of individual leadership abilities and preparation of thes student for future important leadership roles in the Army.

The Military Science Department offers several concurrent programs designed to complement the Fitchburg State Plan. There are four variations of ROTC available to the student who desires to participate:

1. The traditional 4-year program during which the student would take MS courses two terms per academic year and attend one advanced summer camp between the third and fourth years.

2. The 2-year program designed especially for transfer students from non-ROTC schools. In this case, qualified students attend a basic summer camp prior to their third year and then continue through their last two years as any other 4-year program student.

3. The third variation consists of a compressed program for students who feel they can complete their academic studies in three years. The recommended compression is to take both the first and second year military science subjects in one year but other arrangements can be made. The courses themselves are those of the 4-year program.

4. The last variation incudes modular training in the military or personal skills which replaces part or all of the classroom academics offered in the first two years. This type of compression can be worked out both for first and second year students.

Enrollment in ROTC produces no military obligation for the first two years. Students entering the Advanced Course (usually at the start of the third year) may incur a three-year active-duty commitment as an officer in the U. S. Army, or attend 90 days Active Duty for Training.

BASIC COURSE

The Basic Course includes the military science subjects taught during the first and second years. It introduces the student to the Army and the Army to the student. Since all effective leaders must understand the organization in which they will function, initial instruction is intended to create a working knowledge of the Army. Subsequent instruction deals with the study of a military management. Included is an in-depth analysis of the military aspects of American history.

ADVANCED COURSE

The Advanced Course includes those subjects taught during the third and fourth years at Worcester Polytechnic Institute. The objective is to develop leaders; to give the cadet experience in first organizing, then managing a project; to enable the cadet to take charge of any project and bring it to a successful conclusion. This acquired ability is useful in every human endeavor; it is essential to the military leader. In conjunction with the theoretical approach to leadership studied in class, students are required to apply their knowledge during Leadership Laboratory. The Advanced Course is open to all students who have completed satisfactorily two years in the basic course or the equivalent. To be accepted, students must be selected by a board established by the head of the Department of Military Science.

A student enrolled in the Advanced Course receives an allowance of $100 a month from the date of enrollment. During the Advanced Summer Camp, however, pay is computed at one-half of a second lieutenant's base pay. To enroll in the Advanced Course students must execute a contract stating they will continue the course of instruction for two years and accept the commission of second lieutenant in the United States Army upon graduation.

LEADERSHIP LABORATORY

Leadership Laboratory, consisting of two training weekends at nearby Fort Devens, one in the Fall, and one in the Spring, is a mandatory program for successful completion of each ROTC year.

The purpose of Leadership Laboratory is to give each cadet the opportunity to apply practically the theory learned during formal class periods. The senior cadets conduct the laboratory period with underclassmen filling subordinate roles, their degree of responsibility dependent on how far they have advanced in ROTC.

The Military Science Department encourages its cadets to participate in athletics and to join other extra-curricular activities in order to practice leadership theories learned in Military Science. In the event of schedule conflicts, training periods selected from Intersession courses or active participation in one of the ROTC extra-curricular activities may be substituted for the required weekend with prior ROTC advisor approval.

ARMY ROTC SCHOLARSHIP PROGRAM

The Army ROTC scholarship is designed to offer financial assistance to outstanding young people in the four-year Army ROTC program who are interested in the Army as a career. The ROTC Scholarship Program at WPI has approximately 12% of its cadets on full scholarship, which covers tuition, lab fees, books, and $100 per month for 10 months a year. Three, two, and one year scholarships are also available for students enrolled at WPI and taking ROTC. The four-year scholarships are normally awarded prior to the start of the student's first year.

Recipients of Army ROTC scholarships are required to serve on active duty in the Army for a period of four years, followed by a period of two years in the inactive Reserves. Scholarship recipients are expected to enter active duty immediately following graduation, unless the student has been accepted to graduate school, for which educational delays of up to two years are available.

MASSACHUSETTS TRESPASS ACT

Fitchburg State College is governed by the Massachusetts Trespass Act, enacted June 2, 1969.

Trespassing Upon the Land of Certain Institutions

Whoever willfully trespasses upon land or premises belonging to the Commonwealth, or to any authority established by the general court for purposes incidental to higher education . . . . after notice from an officer of any of said institutions to leave said land, remains thereon, shall be punished by a fine of not more than $50 or by imprisonment for not more than three months.

ACADEMIC POLICIES

Degrees Offered

Fitchburg State College is empowered by the Board of Trustees of the Massachusetts State College System to offer the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, and Master in Education.

Bachelor of Arts. The degree of Bachelor of Arts is offered in the following fields: Biology, Chemistry, English, Geography, History, Mathematics, Physics, Psychology, Sociology.

Bachelor of Science. The degree of Bachelor of Science is offered in the following fields: Biology, Business Administration, Chemistry, Computer Science, Geography, History, Human Services, Industrial Science, Mathematics, Medical Technology, Nursing, Physics, Psychology, Sociology.

Bachelor of Science in Education. The degree of Bachelor of Science in Education is offered in the following fields: Biology, Chemistry, Early Childhood, Elementary, English, Geography, History, Industrial Arts, Mathematics, Physics, Special Education.

Master of Education. The degree of Master of Education is offered in the following areas of specialization: Counseling, Creative Arts, Elementary Education, Industrial Education, Mathematics Education, Occupational Education, Reading, School Leadership, School Psychology, Science Education, Special Education, The Teaching of English, The Teaching of History. Further information regarding these programs may be obtained through the Office of Graduate and Continuing Education.

Master of Arts in Teaching. The degree of Master of Arts in Teaching is offered in English. Further information regarding this program may be obtained through the Office of Graduate and Continuing Education.

ACADEMIC ADVISING

Academic and general advice is available to all undergraduates throughout their enrollment at Fitchburg State College. Through the department chairman and the Dean of Undergraduate Studies, each student is assigned an academic advisor knowledgeable in the student's major academic subject area. Each student is encouraged to consult the academic advisor at any time during the semester regarding any problems encountered. Individual instructors, department chairmen and the Dean of Undergraduate Studies are also available for academic counseling throughout the semester.

Each student must consult with his/her academic advisor before registering for courses. The academic advisor will then sign and forward the registration materials to the Registrar of the College for processing. All faculty at the College are available to students for five hours a week or by appointment. Their office hours are posted in departments and are also available in the Office of the Academic Dean.

Faculty advisors are allowed to approve student schedules of between 12 and 18 Semester Hours (S.H.) Students wishing to enroll for courses outside of these limits must obtain the permission of their academic advisor and the Dean of Undergraduate Studies. All students will conform to the curriculum requirements at the time of their matriculation to the College. However, the College reserves the right to alter the curriculum requirements where it becomes necessary to meet statutory, educational, or professional requisites or to assure quality educational programs.

ATTENDANCE REGULATIONS

Class attendance is a matter for instructor and student to consider. It is the prerogative of the instructor to place a value on class attendance and it is the instructor's duty to inform students of these views early in the semester. Students will not be dropped from class on basis of absences.

It is the responsibility of each instructor to maintain a record of attendance for students in classes. Should the need arise for verification of student's attendance, direct reference will be made to the faculty members involved.

Where validation of an absence is available through any source, it is recommended that the student show the validation to all instructors concerned and then place it on file in the Registrar's office.

AUDITING COURSES

Students are permitted to audit courses, but must have the approval of the instructor. A record of audited courses does not appear on the student's official transcript.

CHANGE OF CLASS SCHEDULES

During the first and second week of each semester students are allowed to change their schedule of classes through the use of an Add/Drop form and with appropriate approval. A student must have the approval of the course instructor in order to add or drop a course during this period and must have the approval of the Dean of Undergraduate Studies and the academic advisor if this change in schedule results in less than 12 or more than 18 S.H. of course work. Add/Drop forms are available from the Office of the Registrar.

CHANGE OF MAJOR

Any student who desires to change his major course of study should obtain the appropriate form from the Office of the Registrar, and secure the signatures of the chairmen of both the department to be entered and the department being left. Department chairmen will offer advice and assistance and will assign the student to a new academic advisor. A student must then satisfy the requirements of the new major program according to the catalog of the year of the matriculation.

CLEP AND ADVANCED PLACEMENT EXAMINATION

The primary goal of the College Level Examination Program (CLEP) is to make it possible for an individual to earn college credit on the basis of examinations. CLEP is a program of the College Entrance Examination Board. The CLEP examinations are very useful for traditional and regularly enrolled students, but they are especially valuable for people whose learning experiences have taken place primarily outside college classrooms.

CLEP POLICY STATEMENT

General Policy: Appropriate credit can be granted on the basis of general and/or individual Subject Examination results. However, a student may not be awarded more than 60 college credits through the CLEP Program.

Specific Policies: 1. Credit for, or waiver of courses will be recorded only for students who have matriculated at Fitchburg State College.
2. Credit earned or requirements waived will be recorded by the Registrar upon receipt of an official score report from the College Entrance Examination Board. In recording results from Examinations for which an Essay or practical Examination is required, approval from the major department will be necessary. (Approval = Pass/Fail)
3. Credit for the General, or for any of the Subject Examinations will not be granted if the student has completed, satisfactorily, one or more of the courses listed as equivalent courses to or having similar content to a CLEP Examination.
4. In order to receive transfer credit obtained under CLEP from another institution, the applicant must have a score which is equal to, or greater than that score which is the required minimum for credit at Fitchburg State College.
5. The minimum score recommended for each CLEP Examination is based upon the Median (50%) score obtained by students in the normative group.
6. The credit award for each CLEP Examination is based upon the candidate attaining a score equivalent to or greater than the scores listed. The median scores, equivalent courses, credit hours, and policies specific to the General Examination and Subject Examinations are available in the Career Planning and Placement Office.

Evaluation: 1. This policy shall be periodically evaluated to determine its appropriateness in terms of the education objectives of Fitchburg State College.

2. The Subject Examinations of CLEP are constantly being expanded to include additional subject areas. As soon as score interpretation material is available for evaluation, additional CLEP Examinations will be added. The granting of credit for these new Subject Exams should follow the general policy suggested in this Policy Statement.

Advanced Placement Examination

Students who score 4 or 5 on the Advanced Placement Examination will receive advanced placement in the area tested but no credit will be awarded.

Exemption from English Composition

Students scoring 600 on the SAT Verbal Test or the CEEB English Achievement Test, as well as those who have done consistently well in high school English, are advised to take a CLEP exam for possible exemption from and possible credit for English Composition I and II.

COLLEGE ACADEMIC PROGRAM SHARING: CAPS

CAPS allows students at Fitchburg State College to attend another of the Massachusetts State Colleges. The purpose of the program is to allow students to enroll in up to 30 semester hours of courses in another state college without going through formal registration procedures.

CAPS affords students in the Massachusetts State College System an opportunity to enjoy a broad educational experience with a wide range of faculty, programs, and facilities.

DEAN'S LIST AND HONORS

Recognition of academic excellence is noted by the Dean's List and notation of Summa Cum Laude, Magna Cum Laude and Cum Laude at graduation. A student is placed on the Dean's List for the semester if an average grade of 3.20 or better is attained, and the student is attending the college full-time.

Graduation honors are noted for recognition of an outstanding cumulative average. A student graduates with highest honor, Summa Cum Laude, if the cumulative academic average is 3.80 or higher. Similarly a student will be graduated with high honor, Magna Cum Laude, if the cumulative average is 3.50 or higher, and is graduated with honor, Cum Laude, with an average of 3.20 or better.

FULL TIME STUDENT

A full time student must take 12 or more semester hours of college credit. A student taking less than 12 S.H. is in danger of losing some veterans' benefits, some scholarships and participation in varsity sports is endangered. A student who is not registered for 12 S.H. will not be on the Dean's List of the College.

GENERAL EDUCATION

It is the intent of Fitchburg State College that all students be generally and liberally educated. To this end each student is required to take a distribution of courses in the various disciplines. All baccalaureate candidates at Fitchburg State College are required to take a minimum of 60 S.H. in general education courses. In addition to the required courses in English Composition, Speech, and Health and Fitness, the credits are distributed among mathematics and the sciences, the social sciences and the humanities. The humanities and social sciences each have a 15 S.H. requirement, while the math/science area is satisfied by taking four courses distributed among the disciplines. No more than eight S.H. of one discipline may be used to satisfy any of the three requirements.

The humanities requirement may be fulfilled by any course in art, music, literature, speech, foreign languages or philosophy. Similarly, the social sciences requirement may be fulfilled by taking courses in any of the following disciplines: history, economics, geography, government, political science, psychology, sociology, anthropology or human services. Finally, the math/science distributional requirement may be satisfied by taking courses in mathematics, biology, chemistry, computer science, physics, physical science, earth science, astronomy, meteorology, or geology. A professional or teacher education course will not satisfy a general education requirement. Physical education courses may be used as electives for general education.

GOOD ACADEMIC STANDING

A student is in good academic standing, if by the end of both the second semester of the freshman year and the first semester of the sophomore year the student has obtained a cumulative academic average of 1.75 and maintains a 2.00 cumulative average thereafter. A student who is not in good academic standing is either on academic probation or dismissed from the college. The academic probation schedule may be found under Academic Probation and Dismissal.

A student must have an overall cumulative average of 2.00 for graduation, as well as an average of 2.00 in his major courses.

GRADING SYSTEM

The grades given for academic work at Fitchburg State College run from 0 through 4 with .5 intervals from 1 to 4 (0, 1, 1.5, 2, 2.5, 3, 3.5, 4). Zero indicates academic failure for a course. 1 or 1.5 is poor but passing, 2 or 2.5 is average, 3 or 3.5 is good and 4 is excellent. Quality points are determined by the following process: The number of semester hours in each course is first multiplied by the grade. Thus a student who takes five, three semester hour courses and receives two grades of 3 (18), two grades of 2 (12) and a grade of 1.5 (4.5) has a total of 34.5 points to be divided by the total of semester hours attempted (15) and attains a quality point average of 2.3 for the semester. An average of 3.2 or better qualifies a student for the Dean's List.

IN is recorded for incomplete, W for withdrawal, and CR for credit.

GRADUATION REQUIREMENTS

In order to graduate from Fitchburg State College with a baccalaureate degree, a student must have successfully completed both the required courses as well as the total number of semester hours necessary for his major program. He must have attained at least a 2.00 cumulative average in the total program as well as in his major field. Before graduation the student shall have completed a minimum of 30 S.H. at the college which is normally undertaken in the senior year. A requirement specific to education degrees is the completion of the National Teachers Examination. All students at the College must file an application for graduation with the Registrar not later than February 1 of the year of graduation.

According to state law graduates of the College must demonstrate a knowledge of the United States Constitution and the Constitution of Massachusetts. Students may meet these requirements by passing a written examination administered by the Department of Social Sciences. A pamphlet giving further information about the examination and a study guide may be obtained from the college bookstore. Students who successfully complete PS 10, PS 20, PS 22, HI 21 or HI 22 are excused from the examination.

HEALTH AND FITNESS REQUIREMENT

In order to meet the Health and Fitness requirement, students may select one of the following options:

1. One course from Option I;
2. Three courses from Option II; or
3. Two courses from Option II and one from Option III.

Option I includes Health and Fitness, Exercise and Sport Science, and Athletic Training and Conditioning.

Option II includes Constitutional Morphology, Introduction to Kinesiology, Consumer Health, Perceptual Motor Activities, Motor Learning and Motor Performance, Diet, Exercise and Weight Control, Figure Control through Weight Training, Orientation to Physical Activity, Weight Training for Athletes, First Aid and Safety, Jogging, Sports Concepts, and Psychology of Sport.

Option III includes Physical Education: an overview, Behavioral Concepts of Sport, Fundamentals of Coaching, Recreational Leadership, Independent Study, Camp Counseling, Physical Education in the Elementary School, Handball, Gymnastics, Volleyball, Tennis, Badminton, Judo, Karate, Cross Country Skiing, Skiing, Backpacking, Mountain Leadership, Canoeing, Folk Dance, Aerobics, Rhythmics, Physical Conditioning, Soccer, Basketball, Advanced Basketball, Softball, Advanced Tennis, Slimnastics, Advanced Volleyball, Recreational Sports, Downhill Skiing, and Beginning Tumbling.

INTERNSHIP PROGRAMS

Legal Internship

The Legal Internship Program is a one semester 12 credit hour practicum designed to introduce students to basic legal concepts and research tools. A legal intern under faculty and attorney supervision in a law office, deals at first hand with the problems of clients. Attention is given to fact investigation and legal research, preparation of motions, pleadings, trial memoranda and appellate briefs. The internship entails a minimum of 24 hours of work per week in the office and at least six hours of preparation. The offices handle criminal cases and a wide range of civil matters including consumer, administrative, family, welfare, matrimonial and civil rights cases. Enrollment is limited.

Field Work in the Human Services

The Human Services program coordinates supervised field work experience with class work. The field work involves working in an agency under professional supervision either two days a week throughout the academic year or 30 hours a week for a full semester. In addition, all students in the class meet to share experiences and learn about other agencies.

Students have been placed in probation offices, mental health facilities, family and children's agencies, hospitals, nursing homes, special needs centers, welfare offices, recreational settings, etc. These experiences should strengthen the position of students when applying for a job, give them a more realistic basis for choosing a career and give their potential employers an opportunity to screen students as job candidates.

Integrated Creative Arts Teacher Education Program

This is a full-semester experience which includes five weeks of classroom instruction and training (creative work in visual arts, language arts, movement, music, and integrating art forms). Subsequent to the initial period, students will be placed in field stations for classroom experiences for the remainder of the semester. These activities will involve assisting teacher-specialists in one or more of the art form areas, and the development and implementation of programs for the specific classroom and its pupils to foster the pupils' personal expression through creation in the arts.

A weekly seminar will be held one day a week at the College for the purposes of workshop experiences and problem solving. Students are expected to be present in the schools on a full-time basis ordinarily throughout the semester. They will be visited and evaluted regularly by College faculty as well as by cooperating teacher-specialists in the schools.

INCOMPLETE GRADES

The grade of Incomplete (In) is given only if at least 80% of the course work has been completed at the time of discontinuance due to illness or similar disability. Incomplete grades must be made up within eight weeks after the opening of the following semester in which the student registers. The "In" becomes an "F" grade if the student fails to make up the work and fails to take the Final Examination within the prescribed time limit. Incomplete grades do not affect a student's dismissal or retention by the College.

INDEPENDENT STUDY

Student may pursue Independent Study under the supervision of a faculty member. Only 3 S.H. of Independent Study may be attempted in one semester. If a student needs to take more than 3 S.H. of Independent Study, permission must be received from the Dean of Undergraduate Studies.

MAKE-UP OF FAILING GRADES

If a student fails a course, his grade for that course is zero. It will be crossed out when the course is retaken and passed. In this manner a student may raise his/her cumulative average. A student may not retake a course in which a grade of "D" was given and have the second grade counted in his average.

SCREENING POLICIES FOR STUDENT TEACHING

1. Positive recommendation of a majority of the faculty members in the area of the major and/or specialization.
2. A demonstrated effectiveness in oral and written communication as evidenced by use of currently acceptable levels of English.
3. The successful completion of the tuberculin test.
4. The Teacher Education Council requires that each candidate for student teaching possess a 2.00 cumulative index and a 2.50 index in the major field of study, as each department defines "major field." No incomplete in any course is allowed. No probational status is allowed. No unresolved failure is permitted in a candidate's major field.
5. A student convicted of a felony as defined and identified by the courts of any state is automatically ineligible for a teacher education program.
6. All transfer students are required to take 12 S.H. from at least three different professors within their respective departments prior to student teaching.

Appeals to any of the above should be directed to the secretary of the Teacher Education Council.

NOTE: An incomplete or failure in student teaching necessitates the repetition of the course. Each student must furnish transportation to the teaching assignments.

TRANSCRIPTS

Transcripts are available from the Office of the Registrar and will be sent at the request of a student for a charge of one dollar.

WITHDRAWAL FROM THE COLLEGE

A student must report to the Associate Dean of Students and obtain a withdrawal form. This form must be properly completed and returned to the Office of the Associate Dean.

WITHDRAWAL FROM A COURSE

Students may withdraw from a course during the first two weeks of the semester without penalty by notifying the instructor and the Registrar, using the Add/Drop form obtainable from the Registrar's Office. Between the end of the second and the end of the twelfth week of classes, students may withdraw by obtaining the permission of the instructor and faculty advisor. Students who withdraw during this period will receive a grade of "W". Any student who fails to follow these procedures will automatically receive an "F" (grade "0") for the course. A student who withdraws from a course after the twelfth week of a semester will be assigned an "F" grade unless extenuating circumstances warrant further consideration.

ACADEMIC PROBATION AND DISMISSAL

The student's quality point ratio shall be cumulative, semester by semester.

END OF SEMESTER	YEAR	PROBATION	DISMISSAL
1	FRESHMAN	NOT APPLICABLE	NOT APPLICABLE
2	FRESHMAN	1.50 – 1.74	BELOW 1.50
3	SOPHOMORE	1.50 – 1.74	BELOW 1.50
4	SOPHOMORE	1.75 – 1.99	BELOW 1.75
5	JUNIOR	1.75 – 1.99	BELOW 1.75
6	JUNIOR	NO PROBATION	BELOW 2.00
7	SENIOR	NO PROBATION	BELOW 2.00
8	SENIOR	NO PROBATION	BELOW 2.00

Upon academic dismissal a student must remain away from the College for a minimum of two semesters. He should raise his cumulative average by retaking courses which he failed thereby removing the failure from his record.

ACADEMIC SERVICES

AID PROGRAM (ALTERNATIVES FOR INDIVIDUAL DEVELOPMENT)

The AID program is designed for all students who possess the motivation and academic potential to receive a college education, but have been denied this access because of social, economic, or educational disadvantages. Paramount concerns are recruitment, education, and graduation of these students.

Through the recommendation of teachers, counselors or other responsible persons, and the recruitment process, students are considered for admission. Appropriate test evaluations and interviews are utilized to determine an admissions decision.

Those students accepted in the program will receive supportive services in developmental reading, English and writing skills, mathematics, study skills and necessary tutoring in academic subjects. Also included in the program are personal and academic counseling, peer counseling, assistance in locating financial resources, and in developing the sophistication and interpersonal skills necessary to succeed in college and life.

CENTER FOR STUDY AND RESEARCH IN HUMAN DEVELOPMENT

The Center for Study and Research in Human Development, sponsored jointly by the Behavioral Science Department, Instructional Media Department, and McKay Campus School, provides on-going discussions, seminars, and investigations of the various attributes of the learner, of the learning environment, and of the agents of learning (parents and teachers), as these may effect learning.

Resources of the Center for Study and Research in Human Development are available for in-service training programs, which will provide opportunity for advanced students to enroll in seminars and to participate in research and progress.

The center is located in McKay Campus School. It provides interdepartmental programs and opportunities for research in current issues in the study of human development. The center also provides a base for the Practicum in Developmental Psychology (PY 85).

COLLEGE COMPUTER CENTER

The Fitchburg State College Computer Center is a service department of the College. Facilities are provided to service the administrative, educational and research needs of the campus. The principal unit of equipment in the Center at the present time is a Control Data Computer CDC System Installation 1700 terminal which is connected to a Boston-based CDC Cyber-70 computer. Also, provisions are being made for the installation of up to seven additional interactive terminals for expanded student and faculty use.

Computer usage ranges from the computation of assigned classroom problems to the support of special research projects of administrators and faculty. Many students begin to use the computer early in their programs of study and some continue to do so into graduate work. Opportunities to pursue courses of study oriented toward computer science are available and are described elsewhere in this catalog.

Information processing facilities at Fitchburg State College fall into two types: those provided within the Computer Center, which serves as a large and versatile central computing facility; and those provided through the Computer Science Department, which offers use of on-line teletypes for interacting with either the CDC central system or the in-house Digital Equipment Corporation PDP-8 minicomputer.

DIVISION OF GRADUATE AND CONTINUING EDUCATION

The Division of Graduate and Continuing Education offers two graduate degree programs in keeping with its prime purpose of providing opportunities for professional and scholarly advancement to the educational personnel of central New England. This it does in the form of a Master of Education Degree which permits specialization in eleven different vocational and educational areas. It also offers the Master of Art in Teaching (M.A.T.) degree in English. Graduate courses are also offered for people who do not choose to enroll in either Master's Degree Program. The Graduate Division believes that it should assist in the development of educational leadership to advance the quality of education in its geographical area.

Inquiries concerning admission procedures in the Graduate Division may be addressed to the Dean of Graduate and Continuing Education Studies.

By attending evening courses, a student may earn one of five Bachelor's Degrees offered through the Division of Graduate and Continuing Education.

The Division is also awaiting approval of proposed Certificate of Advanced Graduate Studies (CAGS) programs.

FELLOWSHIP OPPORTUNITIES AND HONORS

Seniors at the College who have high academic standing are eligible to apply for a Fulbright Fellowship for Graduate Study Abroad or a Danforth Fellowship which supports potential college teachers in pursuing their education. The Fulbright advisor contacts eligible students during the spring semester of their junior year. Seniors are also eligible to be selected for **Who's Who Among College and University Students** and **Outstanding Young Men of America.**

The Matti N. Antila Poetry Award is an annual prize of $100.00 awarded to a junior student at Fitchburg State College for a poem. The award is made possible by a generous gift to the college from Lauri and Signe Sipila in memory of Signe's parents, Matti N. and Fanny P. Antila.

A panel of five judges from the English Department will evaluate poems submitted to the Department each year no later than March 31. The poems are to be written on a subject of universal significance such as nature, and must be substantial in content and skillful in form. A length of approximately 125 words or more is required. The judges will select one poem as prize-winner to be announced no later than May 1.

INSTRUCTIONAL MEDIA DEPARTMENT

Specialized Instructional Media facilities on the campus include a full-color television studio, two media production laboratories, an autotutorial laboratory, photographic dark rooms, an audio recording studio, a curriculum library with an information retrieval system, a language and learning laboratory at the McKay Campus School, and numerous lecture and resource facilities throughout the campus. The staff of the Instructional Media Department provides consultation, instruction and production assistance in television, photography, cinematography, graphics, equipment operation and audio recording. Instructional design, mediated teaching programs, programmed instruction and multi-media design and production also represent a large part of the department's activities. Members of the college community are urged to use the Media Department's services and should visit the main office in the Conlon Fine Arts Building.

LEARNING RESOURCES CENTER

The Learning Resources Center (LRC) is located in the third floor of the Library. This new Center resulted from increasing recognition that the learning conditions required for each student may be different due to the uniqueness of individuals. The mission of the Learning Resources Center is to create conditions which will allow the various mixes of human and non-human resources to focus upon individualized learning.

To implement this mission the LRC is organized as follows:

1. To acquire, store, and distribute instructional software including films, computer programs, filmstrips, audio tapes, video tapes, kits and other higher education curriculum materials;
2. To create learning spaces appropriate to independent study, small group interaction, human and non-human tutoring, and large group activities;
3. To render instructional design assistance to faculty desiring to restructure their instruction; and,
4. To institute a research and development capability enabling faculty and students to evaluate instructional strategies and materials, to sharpen teaching behavior, to investigate the teaching/learning process and to develop observation skills.

THE COLLEGE LIBRARY

The Fitchburg State College Library, located in the James J. Hammond Building, provides study table, study carrel, and lounge seating on three levels for 1,350 students. It is a comprehensive information center where source materials are available in a variety of formats. The holdings, which comprise curriculum-related subjects and general/student-interest materials, include a circulating book collection of 135,000 volumes; 1,500 periodical titles in microcard, microfiche, microfilm, and print form; abstract and indexing services; the ERIC Resources in Education collection — a comprehensive education library retrieval system on Microfiche; and a large pamphlet file. The Fitchburg State College Library also holds an 8,000 volume reference collection; card catalog access to audio-visual information in 10 formats; a children's literature collection; and a record collection of classical, folk, jazz, popular music, and the spoken word for which stereo headsets may be obtained at the Circulation Desk for the listening stations located throughout the library.

READING CENTER

Programs offered at the Reading Center are designed to meet the needs of all students. Enrichment programs are available for slow readers with good comprehension who want to increase their speed. Developmental programs, concentrating on comprehension skills, help students understand what they read. Additionally, study skills programs - centering on taking effective lecture notes and reading textbooks efficiently - are offered. Students may enroll in a reading program at any time and select hours convenient to their schedule of courses. There is no charge for these programs.

SPECIAL SKILLS CENTER

The college maintains a Special Skills Center where help is readily available for students who have difficulties in reading skills, writing, and computational areas. The special skills lab provides individualized assistance to students with needs ranging from mild to more severe exceptionalities. Special learning programs can be devised in some areas and this service is open without cost to all students in the College.

The Center is located in the Learning Resource Center of the Library and is open from 9:30 a.m. to 3:30 p.m. Mondays through Thursdays; and from 9:30 a.m. to 12:30 p.m. on Friday.

STUDENT TEACHING ABROAD

Student teaching and academic programs overseas, Puerto Rican Student Exchange and International Science Teacher Education programs are some of the opportunities available to students in the Massachusetts State College System through the Center for International Education. Student teachers interested in enriching their cultural understanding and educational backgrounds may wish to apply to student teach in a fully accredited American-sponsored school overseas. The teaching period is either 8 or 16 weeks, preferably the latter, in Europe, Latin America, the Middle East, Africa, or the Far East. The Puerto Rican Student Exchange Program established by the Center and the University of Puerto Rico is open to students proficient in Spanish. An equal number of Massachusetts State College students and University of Puerto Rico students are selected for this very popular exchange program which lasts either a semester or a year.

The International Science Teacher Education Program (I-Step) is a bicultural exchange program in science, mathematics, and education for students and faculty. This international program is offered jointly by the Massachusetts State College System and the Centre for Science Education, Chelsea College of the University of London, England.

Study abroad is also offered to students for either a semester or a year in England, Spain, Italy and Greece. Other opportunities for study abroad are being developed in additional countries.

Information on overseas academic programs may be obtained by contacting the Director of Professional Experiences in Edgerly Hall.

SUMMER SESSION

The Division of Graduate and Continuing Education offers two five-week Summer Sessions on the undergraduate and graduate levels, offering courses from the Freshman level through the Master's Degree. The Summer Session offers morning and evening classes, full library services, and opportunities for residence hall living. The Session features varied workshops, practicums, and outdoor environmental laboratories. For more information, write to The Division of Graduate and Continuing Education.

UNDERGRADUATE EVENING SESSION

Since 1963 a program leading to the Bachelor of Science degree in Industrial Science has been available to qualified high-school graduates now in business or industry.

In cooperation with the Day Session of the College, the Evening Session also offers a series of courses in a sequential development that helps part-time students work for degrees in Education or Liberal Arts. These courses are also open to full-time students. Part-time students realize that in most instances they must transfer into the day session to complete the requirements of their degree. Additional information can be secured by writing the Director of the Evening Session, Division of Graduate and Continuing Education.

STUDENT LIFE

STUDENT GOVERNMENT ASSOCIATION

The purpose of the Student Government Association (S.G.A.) as set forth in its constitution is:

> ". . . to encourage responsibility and cooperation in democratic self government; to form an official body for expressing the judgments of students and fostering the activities and matters of general student interest; to promote full understanding and cooperation among the students, faculty and administration in order to further the welfare of the college."

The governing body of S.G.A. is the S.G.A. Council which is made up of members elected from each class, the dormitory presidents, and the commuters' board. All students enrolled as full-time undergraduates are members of the Association by virtue of having paid the "Activity Fee." All members are eligible, and strongly encouraged, to participate in any of the committees established by the S.G.A.

As well as being the official voice of the students, S.G.A. has increasingly become service-oriented. Included in the offerings are concerts, speakers, and other activities offered at little or no cost to students; legal services, copy services, personal property insurance, and check cashing service.

STUDENT RIGHTS AND RESPONSIBILITIES

Fitchburg State College is presently codifying standards and procedures to provide a comprehensive student judicial system which will involve students, faculty, and administrators in the judicial process. The philosophical base for this system is that student conduct is a personal responsibility.

College regulations apply on campus and at college-sponsored affairs wherever they may take place. They include federal, state, and local laws as well as rules and regulations conducive to the attainment of the goals of the college. The following are examples of the areas covered by the regulations, although by no means an exhaustive list: academic honesty; false representation; tampering with college records; theft; vandalism or intentional destruction of college property; harassment; physical assaults; possession or consumption of alcoholic beverages or drugs in violation of college guidelines; false alarms; and possession or use of firearms.

ATHLETICS

The Athletic Association of Fitchburg State College, supported by the athletic fee, offers each student an opportunity to participate in activities at the intramural, junior varsity, or varsity level. The College fields varsity intercollegiate teams in Cross Country, Track and Field, Soccer, Baseball, Basketball, and Ice Hockey. Women compete on the intercollegiate level in Field Hockey, Tennis, Volleyball, Basketball, Swimming and Diving, Track and Field and Softball. Fitchburg State College is a member of the Massachusetts State College Athletic Conference, the Eastern College Athletic Conference, the National Collegiate Athletic Association, Association Intercollegiate Athletics for Women, Eastern Association Intercollegiate Athletics Women, Massachusetts Association Intercollegiate

Athletics Women, New England Field Hockey Association, and Amateur Athletic Union, which entitles successful Fitchburg teams to participate in tournament and championship play.

An active intramural program offers the opportunity for team and individual competition to all students in baseball, softball, volleyball, basketball, bowling, tennis, and gym hockey. Coed intramural programs allow participation in volleyball, bowling, tennis and table tennis tournaments, as well as ice and roller skating. Facilities for the athletic program include a brand-new 400 meter Chem-Turf track and field complex, the soccer field, tennis courts, basketball courts, gymnasium and weight training room.

CAMPUS CENTER

The Campus Center is designed, organized and administered to meet the maximum co-curricular needs of the college community as well as to foster and promote the philosophy of community spirit. Its goals are to maximize the opportunities for human development; provide educational, social, cultural and recreational experiences for the college community; and to provide convenient, economical and satisfactory services to the maximum number of the college community.

The facilities and services include: Information Desk, Craft Room, student offices, the Rhetoric (campus newspaper), the Saxifrage (campus yearbook), a game room, meeting rooms, lecture hall, post office, a pub, cafeteria, gallery, bookstore, and lounges.

Some of the activities occurring in the building each semester are bi-weekly films, pub activities, craft classes and sales, reservations for outing equipment, concerts, art exhibits, conferences, club and organization meetings, tournaments, coffeehouses and plant sales.

CAREER PLANNING AND PLACEMENT CENTER

The Career Center provides a variety of services for students in educational and career planning. The staff works with students to increase their self-understanding and effectiveness in making career decisions. Services of the Center include maintenance of placement credentials; advice in the preparation of resumes and letters of introduction; preparation and distribution of job information to registrants; a placement bulletin board for students and alumni; on-campus interviews between employers and students; and career planning assistance. The Center also provides counseling, guidance, and other assistance important to career planning, as well as remedial and developmental work in reading and study skills.

Testing services and consultation are also available to students in the Career Planning and Placement Center. A vocational development test battery and a library of career information are on hand for students who wish to explore their career interests, personality and values. An extensive collection of standardized tests is also housed here. Staff members are available to assist students and other members of the College community in selecting and utilizing tests in research, diagnosis, and evaluation. Several national programs of standardized testing are administered through the College: Graduate Record Examinations; National Teacher Examinations; College Level Examination Program (CLEP); and Miller Analogies Test. The Center is open from 8:30 a.m. to 5:00 p.m. weekdays, and is located on the top floor of the Edgerly Building on campus. Students may make appointments by visiting the Center or by telephoning 345-2151, Extension 130.

FOOD SERVICE

Interstate United provides a variety of food service operations at Fitchburg State College, including the resident program in the Holmes Dining Commons, the Campus Center Cafeteria, and a vending program. The resident program offers a choice of fifteen (15) or twenty-one (21) meals per week which are purchased on a per-semester basis and includes special events such as holiday meals, Steak Nights, and the Old Fashion Deli luncheon.

The Campus Center Cafeteria is open to the college community and serves daily breakfast and lunch, while next to it the Pub serves beer and wine. Pub activities and entertainment are provided in cooperation with the Programs Committee of the S.G.A.

FOREIGN STUDENTS

An ever-increasing number of foreign students is enrolled at Fitchburg State College. These students currently represent Nigeria, Turkey, Iran, Thailand, and Indonesia. The Dean of Students' Office, in cooperation with the Academic Dean, provides advice and acts as a liaison with the Immigration and Naturalization Service in matters concerning the foreign student. In addition, foreign students plan get-togethers with each other and with

interested American friends to share experiences and promote cross-cultural understanding.

ORIENTATION

Fitchburg State College operates a program of orientation for new freshman and transfer students at the beginning of each semester. The program strives to provide information to new students on academic matters, student personnel services, and college policy. Students are given the opportunity to ask questions and become acquainted with the campus on a more personal basis. The Dean of Students' Office is also available to new students throughout the semester to facilitate handling of any individual concerns involving orientation to campus.

HEALTH SERVICES

The goal of the student health services at Fitchburg State College is to provide equitable, accessible, quality health care to the student community at a reasonable cost. The yearly health services fee is utilized in programs of prevention, education, and referral, as well as in diagnosis and treatment of illness. The Center also acts in conjunction with local hospitals and health agencies to arrange for long-term care for individuals and resources for a continuing emphasis on community health. Care is provided through the cooperative teamwork of several health professionals, including physicians, nurses, and nurse practitioners. In addition, the Center is an integral part of the mental health and personal growth efforts of the College.

The Center provides treatment for routine illnesses or injury when a physician is present, with referral to appropriate local hospitals at other times. Arrangements can be made through the Center for certain kinds of vaccinations and innoculations, and equipment such as crutches, joint supports, and heating pads can be borrowed. The expansion of the Center's services is being contemplated and, when completed, the services will result in more comprehensive and diversified coverage.

HOUSING

Three campus residence halls provide housing for more than 900 students while the college is in session. All three buildings are conveniently located within easy walking distance of classrooms, offices and other centers of student activity on the campus.

Aubuchon Hall is an eleven-story high-rise with nine floors of student rooms. Study rooms and recreational facilities are provided on the first and second floors. Russell Towers, the newest residence, has 36 suites for 11 or 12 people arranged with a dozen suites in each of the three towers. "Family Style" living is enhanced through the inclusion of a living room in each suite. Herlihy Hall is the smallest residence with 150 students on three floors. Most rooms are double rooms although a few single spaces are available.

The residences are much more than places to sleep. As "living centers," they form a major focal point of campus activity, largely through the efforts of hall councils and the residence staff. The hall council in each building is comprised of elected representatives of the residents and works to plan activities and promote the interests of the students. All three halls also have student and full-time residence staff who work to assist students in their personal and administrative needs.

The College provides basic furnishings such as bed, dresser, desk and chair while students must provide their own linen. Questions concerning campus housing should be directed to the Housing Office, A3 Russell Towers. Telephone: (617) 345-2151, Extension 170.

MUSICAL ACTIVITIES

Many opportunities exist for musical performance at Fitchburg State College. The college has a fine 60-piece Concert Band that performs music of all types from transcriptions of classics to contemporary sounds. The Jazz-Rock Ensemble features big band jazz, rock and experimental music for stage bands. Instrumentalists may also perform in the College Brass Ensemble and Woodwind Ensemble, which offer more challenging music for these instruments. A Recorder Ensemble also specializes in the performance of early music.

Fitchburg State College has a choir that sings a wide variety of mixed-voice choral music and a Women's Chorus that presents music using only women's voices.

The performing organizations at Fitchburg State College have performed concerts in most of the northeastern United States and eastern Canada as well as in five European countries. Performers of all levels are welcome to participate in these exciting cultural and social organizations.

STUDENT ACTIVITIES AND ORGANIZATIONS

Student organizations at Fitchburg State College provide the community with a wide variety of activities and programming which is designed to help the students round out their college experience. The foremost programming body is the Programs Committee of the S.G.A. Through its various subcommittees, it provides hundreds of activities each year which are popular and well-attended, including films, lectures, concerts, seminars, coffeehouses, pub entertainment and social activities.

In addition, a wide variety of student organizations makes it possible for students to find activities that meet their interests and aptitudes. There are many types of student groups: departmental honorary, religious, fraternal, hobby, interest, and service groups. Each class elects officers and representatives who organize class functions. Several student publications, including **The Rhetoric**, the student newspaper, **Saxifrage**, the College yearbook, and **Scrimshaw**, the College literary magazine, provide information and service. The Athletic Department administers a full schedule of intramural and intercollegiate athletic teams for men and women. The College enjoys student organized traditional events throughout the year, including Winter Carnival and Fine Arts Week.

A partial listing of such organizations consists of S.G.A., The Armenian Club, Hiking Club, Debate Club, Player's Guild, the Voluntary Action Council, and the Cultural Society of Minority Students of Fitchburg State College. The preprofessional and academic organizations include the Biology Club, Chemistry Association, Early Childhood Club, Elementary Education Club, Geography Club, Human Services Club, Fitchburg Industrial Arts Association, Medical Technology Club, Nursing Students Association, Political Science Club, Psychology Club, ROTC, Sociology Club and the Special Education Club. The musical organizations are the Band, the Choir, Women's Chorus, the College Brass Ensemble, Woodwind Ensemble, and Recorder Ensemble. Some of the social, religious and athletic groups are the Adelphian Society, Alpha Phi Omega, Esoteric Society, Fenwick Society, Gamma Sigma Sigma, Gavaleer Society, Mohawk Club, Neasylon Society, Phi Alpha Theta Xi-Upsilon, Philodemic Society, Christian Life Community, Intervarsity Christian Fellowship, Newman Association, the Women's Coop, and the Women's Athletic Association.

RELIGIOUS LIFE

Fitchburg State College students may participate in the services of the many churches, religious congregations and synagogues which are within walking distance of the campus as well as the Newman Center Student Parish which is adjacent to the college. Inter-Varsity Christian Fellowship at Fitchburg State College is a charter member of fellowship which is represented on college and university campuses throughout the world. Christian Life Community also contributes to religious life at the College.

The Newman Center, although Roman Catholic in origin, provides for the needs of Catholics, other Christians, Jews and Buddhists. In addition to a chapel, the building houses offices for chaplains, a study lounge, and a recreation area with kitchen facilities. The original Center which is located next door provides a chaplain's residence and meeting rooms. The Center provides religious services, educational and cultural programs, and a meeting place for college groups of all kinds.

COURSES AND PROGRAMS IN THE COLLEGE

Explanation of Course Numbers

01 - 19 First courses in given area of general education series

20 - 29 Second courses in given area of general education series

30 - 79 Elective courses

80 - 89 Professional courses

90 - 99 Independent study and honor courses

Arabic numbers at end of course descriptions represent semester hours and clock hours in that order.

Example

AR 10 **Survey of Art Forms I** 3 - 3

The 3 - 3 represents 3 semester hours, 3 clock hours. The term semester hours is used to designate one class or equivalent laboratory unit meeting.

ART

ASSOCIATE PROFESSORS:
Elmer Arsenault, Robert Fritz
ASSISTANT PROFESSOR:
Donna Friedman

AR 10 Survey of Art Forms I 3 - 3
A survey of significant styles in the architecture and painting of the Western World from the year 1800 to the present with emphasis upon the special nature of the visual experience. Assigned readings, lectures and visuals.

AR 12 Survey of Art Forms II 3 - 3
A study of architecture, sculpture and painting from ancient Egyptian times to the Renaissance in Europe. Emphasis is placed on understanding style in these various art forms.

AR 13 Contemporary Art 3 - 3
The course will explore the work and ideas of prominent contemporary artists, from the 1950's to the present, in the fields of sculpture, painting, drawing, design, film, etc.

AR 14 Drawing 3 - 6
A studio course which introduces students to the practice of drawing with emphasis upon the description of form through means of line, shade and perspective. Investigation of a variety of media as well as basic stylistic alternatives is encouraged.

AR 15 Life Drawing 3 - 6
The basic problems in form and anatomy are studied while drawing from the nude and costumed model. Various techniques and tools are explored including a study of some of the great masters' drawings.

AR 17 Design 3 - 3
The basic elements of design will be applied to the creation of two and three dimensional form. Studio work will explore the characteristics and effects of black and white and color, through the use of mixed media.

AR 18 American Art 3 - 3
A survey of significant stylistic developments in architecture painting and the decorative arts from the earliest colonial times to the present. Assigned readings, lecture, discussion and visuals.

AR 19 Renaissance Painting 3 - 3
The development of painting in Italy from 1250 to 1550, the age of Michelangelo. The Northern Europe Renaissance from 1400 to 1700 is also surveyed culminating in the Baroque period of Rembrandt.

AR 20 Introductory Painting 3 - 6
A study of the basic problems of form, color, and texture as understood in oil paintings. Consideration is also given to the nature and use of the oil painting materials themselves.

AR 21 Contemporary Art 3 - 3
Course will consist of active student participation in slide discussions, studio work, and museum and gallery trips. Subject matter will be based on contemporary trends in art dating from the 1960's to the present.

AR 22 Sculpture 3 - 6
Exploration and experimentation with various mediums in order to create 3 dimensional form. The student will incorporate the basic elements of design into the building of sculpture and gain an understanding of how to conceive, develop, and build form. Exploration of materials will be encouraged, as well as mastering basic techniques and media for form building.

AR 24 Advanced Sculpture 3 - 6
This studio course is a continuation of and expansion upon the basic principles of sculpture, on a more advanced level. Sculpture projects will be geared toward the individual interests and requirements of the advanced student. **AR 22 is a prerequisite.**

AR 25 Advanced Painting 3 - 6

Accent is placed on the painting of the portrait. Anatomical and formal construction is studied but consideration is also given to painterly values of color and texture.

AR 27 Pictorial Design 3 - 6

This course continues where Advanced Painting ends. Emphasis is given to figure painting, both costumed and nude model. The total figure is studied anatomically and in terms of basic forms. Continued study of color and texture problems are pursued.

AR 28 Art in Elementary Education 2 - 4

Practice of art as well as observation and discussion of the philosophy of art education in the elementary grades.

AR 80 Museum Internship 3 - 6

Offered jointly with the Fitchburg Art Museum. Emphasis on museum management and particularly the arrangement of exhibitions. Only by permission of advising art faculty.

AR 90 Independent Study in Art 3 S.H.

For selected students, upon approval of both department head and advising instructor.

BEHAVIORAL SCIENCE DEPARTMENT

CHAIRMAN: Harry Crowley

The Behavioral Science Department offers major degree programs in Human Services, Psychology and Sociology. The department holds the responsibility for the operation of the Center for Study and Research in Human Development and offers interdisciplinary courses with the Education Department.

EP 10 Behavioral Science in Early Childhood I 4 - 5

Study of principles, patterns, and theories of human development and learning as well as principles and techniques of naturalistic and standardized child study. Observation, recording, synthesis, and interpretation of the behavior of young children will occur within a practicum setting. Case studies will be written. Required of Early Childhood majors. **Prerequisite: General Psychology or Introduction to Psychology.** Required for EP 11.

EP 11 Behavioral Science in Early Childhood II 4 - 5

Continuation of EP 10. (EP 10 and EP 11 cannot be taken simultaneously.)

BIOLOGY

CHAIRMAN: Stanley Dick
PROFESSORS: Donald Schmidt, Frank Wolf, Robert Zottoli
ASSOCIATE PROFESSORS: Neal Anderson, Frederick Davis, Stanley Dick, Rose Marie Neunherz, Alice O'Malley
ASSISTANT PROFESSORS: George Bond, Stanley Krane

The Bachelor of Arts and Bachelor of Science in Biology must include BI 20, 21, 23, 28, 40, 43 and at least twelve additional semester hours of biology electives. Two mathematics courses at or above the level of MA 12, CH 11, 12, 20, 21; and PH 11 and 12 are also required courses. The Bachelor of Arts degree requires foreign language proficiency at the second year college level.

A Bachelor of Science in Education, Secondary, in Biology must include BI 20, 21, 23, 28, 40, 43, 88 and at least twelve additional semester hours in biology electives. The program also includes two mathematics courses at or above the level of MA 12; CH 11, 12, 20, 21; PH 11, 12; PY 10, 23, 75; Ed 61, 87; IM 24.

The Bachelor of Science in Biology/Environmental Science includes all requirements of the Bachelor of Science in Biology. Additional requirements are six semester hours of earth science or geology, a course in computer science, ES 10, ES 70, and three semester hours of electives in Environmental Science. The major requires that EC 10, Environmental Law, and Urban Planning be used to fulfill the social science requirement and PL 10, EN 78, and a photography or drawing course be used to fulfill the humanities requirements in General Education.

BI 10 Introduction to Life Science I 3 - 4

The course focuses on the history, philosophy and content of biology as a science. Laboratory work includes experiences that emphasize problem solving by the student. Primarily for the non-major. 2 hrs. lecture, one 2-hr. lab per week. Offered: Fall semester.

BI 11 Introduction to Life Science II 3 - 4

Continuation of BI 10. 2 hrs. lecture, one 2-hr. lab per week. Offered: Spring semester. **Prerequisite: BI 10 or permission of Instructor.**

BI 12 Anatomy and Physiology I 3 - 4

Structure and function of the human organism on the cellular, tissue, organ, and system levels. The laboratory emphasizes both physiology and the dissection of preserved mammalian specimens. 2 hrs. lecture, 2 hrs. lab per week. Offered: Fall semester.

BI 13 Anatomy and Physiology II 3 - 4

A continuation of BI 12. 2 hrs. lecture, 2 hrs. lab per week. Offered: Spring semester. **Prerequisite: BI 12.**

BI 20 General Zoology 3 - 4

Investigation of the different types of animals in freshwater pond, freshwater stream, bog, and marine rocky intertidal communities. Students will be responsible for preparing a laboratory report on each habitat and the anatomy and behavior of a representative sample of its organisms. Biological principles and major contribution of each major animal phylum. 1 hr. lecture, 3 hrs. lab/field trips per week.

BI 21 General Botany 3 - 4

A survey of the plant kingdom with special emphasis on algae, bryophytes, ferns, gymnosperms, flowering plants and fungi. Evolutionary development of the above forms, their geographic distribution, taxomy, and their economic importance to man and other animals. 2 hrs. lecture, 2 hrs. lab per week.

BI 22 Plant Physiology 3 - 4

Individually paced integration of plant structure and function emphasizing physiology of the integrated plant: water relations; transpiration and translocation, mineral nutrition, photosynthesis, respiration, growth hormones, differentiation and morphogenesis. 2 hrs. of conference, 2 hrs. lab per week, plus additional hours. Offered: Fall semester (alternate years). **Prerequisites: BI 21 and General Chemistry.**

BI 23 Introductory Ecology 3 - 4

Survey of major ecological concepts and methodology as a basis for further investigations of the dynamic relationship between organisms and their environment. Field and laboratory work emphasize problem identification, formulation of hypothesis, data collection, and analysis and interpretation of results in terms of their biological implications. 2 hrs. lecture, 2 hrs. lab/field trips per week. Offered: Fall semester. **Prerequisite: BI 10 or 20 or 21 or permission of Instructor.**

BI 24 Advanced Ecology 3 - 4

Quantitative study of morphological, physiological and behavioral ecology; population relationships; productivity; energetics of community structure. Special attention given to graphical and statistical analysis of results and to computer simulation of ecosystems. 2 hrs. lecture, 2 hrs. lab/field trips per week, plus some additional hours. Offered: Spring semester. **Prerequisite: BI 23 or permission of Instructor.**

BI 25 Laboratory Techniques in Biology 3 - 4

Experiments and demonstrations to provide familiarity with procedures and activities performed in school and college laboratories as well as in clinical laboratories. Techniques used in hematology, bacteriology, botany, histology, mycology, cytology and embryology, with emphasis on the careful preparation of various types of microscope slides. 4 hrs. lab per week, plus some additional hours. **Prerequisites: BI 20 and BI 21 or permission of Instructor.**

BI 26 Conservation of Natural Resources 3 - 3

An introductory exposure to applied ecology, primarily for non-majors, intended to develop a disciplined sensitivity to human environmental interactions. Individual projects will require the identification of specific conservation problems in local communities, their sources, and proposals of practical means for their solution. 3 hrs. lecture/lab per week. Offered: Fall semester.

BI 27 Survey of Micro-organisms 3 - 4

Introduction to the biology of major groups of microorganisms: bacteria, viruses, protozoa and fungi, their role in nature and their relationship to man as agents of infectious diseases. Laboratory emphasizes principles and practices of aseptic techniques and diagnostic identification and culture of disease entities. 2 hrs. lecture, 2 hrs. lab per week, plus

some additional time. Offered: Spring semester. **Prerequisites: BI 13 and General Chemistry or permission of Instructor.**

BI 28 Genetics 3 - 4

Basic principles of biological information processing: Mendelian inheritance; sex determination; chromosome cytogenetics; linkage, recombination and genetic mapping; mutagenesis; molecular genetics and gene-enzyme relationships; population genetics and quantitative inheritance. Laboratory work includes study of mutational effects and analysis of crosses in maize. Drosophila, bacteria, viruses and man. 2 hrs. lecture, 2 hrs. lab per week, plus some independent project work. **Prerequisite: BI 20 or BI 21.**

BI 29 Marine Biology 3 - 4

Investigation of the distribution of the dominant animals and plants in a salt marsh, sand beach, tide pool, and rocky intertidal area. Data on physical and chemical factors of these habitats will be correlated with the composition, behavior and physiology of the flora and fauna of each habitat. 4 hrs. of lecture/lab/field work per week, plus some additional hours. Offered: Fall semester (alternate years). **Prerequisites: BI 20, BI 21 and BI 23.**

BI 30 Parasitology 3 - 4

The morphology and diagnostic identification of representative groups of parasitic protozoa, helminths and arthropods, and their functional life-cycle and pathogenic relationships to animal and human hosts. Epidemiology, pathology and control and treatment of important parasitic diseases. 2 hrs. lecture, 2 hrs. lab per week. Offered: Spring semester (alternate years). **Prerequisites: BI 20 and BI 44.**

BI 31 Ornithology 3 - 4

An inquiry into the life of birds. Emphasis on correlation of structure, function and behavior. Laboratory studies of external characters, anatomy and criteria for identification. Optional field trips. 2 hrs. lecture, 2 hrs. lab per week. Offered: Spring semester (alternate years). **Prerequisite: BI 11 or BI 20 or permission of Instructor.**

BI 32 History of Biology 3 - 4

A thorough study of the origins, development and present status of the life sciences and medicine with special emphasis on fundamental biological concepts and theories, their philosophical background and evolutionary development. 2 hrs. lecture, 1 hr. discussion. **Prerequisite: BI 11 or equivalent.**

BI 33 Entomology 3 - 4

Anatomy, habits, life histories and identification of insects and some related arthropods. Laboratory work includes preparation of a representative collection of adult and larval forms from terrestrial and aquatic environments with emphasis on techniques for identification of these forms. 4 hrs. lecture/laboratory, plus additional hours for field trips and identification. Offered: Fall semester (alternate years). **Prerequisite: BI 20 or permission of Instructor.**

BI 34 Limnology 3 - 4

A study of fresh waters and their inhabitants: survey of protists, invertebrates, vertebrates and plants collected from local waters and their ecological interrelationships as determined by biological, physical and chemical parameters. 1 hr. lecture, 3 hrs. lab/field trips per week. Offered: Fall semester (alternate years). **Prerequisites: BI 21 and BI 23 or permission of Instructor.**

BI 35 Plant Taxonomy 3 - 5

Classification of higher plants in accordance with evolutionary principles and trends. Laboratory is devoted to the techniques of plant identification with emphasis on the terminology and use of botanical keys. Field trips for collecting representative elements of the local flora and preparation of an herbarium. 1 hr. lecture, 4 hrs. lab per week, plus some independent project work. Offered: Fall semester (alternate years). **Prerequisite: BI 21 or permission of Instructor.**

BI 36 Biology of Algae 3 - 4

Collection and identification of common algae found in the New England area. Emphasis on freshwater forms, but some study of marine algae as well. Distribution of algal species will be correlated with physical and chemical factors in their habitats. Laboratory will include study of algal physiology and reproduction as well as techniques for cultivation. 1 hr. lecture, 3 hrs. lab/field trips per week.

BI 40 Developmental Biology 3 - 4

Central problems of developmental and regulatory biology fertilization; synthesis of macromolecules, organelle formation; cell differentiation; morphogenesis and maintenance of tissue and organ functions in the mature organism, metamorphosis; regeneration. Laboratory study will emphasize basic developmental systems in both plants and animals which are particularly favorable for analysis. 2 hrs. lecture, 2 hrs. lab per week. Offered: Spring semester. **Prerequisites: BI 20, BI 21, BI 28, and Organic Chemistry.**

BI 41 Biochemistry 3 - 5 to 7

Individually paced, mastery-oriented introduction to the chemistry of biologically important molecules and their metabolism and regulation; water, proteins lipids, carbohydrates, nucleic acids and their components. Laboratory emphasizes manual and instrumentated techniques for isolation, qualitative and quantitative analysis of macromolecules and the kinetics and induction of enzymes. 2-4 hrs. conference, 3 hrs. lab per week. Offered: Spring semester. **Prerequisite: at least one semester of Organic Chemistry.**

BI 42 Human Biology 3 - 4

Anatomy and physiology of the cells, tissues, organs and organ systems of the human organism and their functional interrelationships. (Intended primarily for juniors and seniors who are majoring in Biology or Medical Technology). 4 hrs. of lecture/lab/demonstrations. **Prerequisites: BI 20 and at least one semester of Organic Chemistry; BI 43 is strongly recommended.**

BI 43 Cell Biology 3 - 4

Ultrastructure and cytochemistry of cell organelles in relation to their biochemistry and function. Cell bioenergetics, metabolism, and cell division; evolution of cellular molecular machinery. Laboratory includes techniques for measuring cell growth and metabolism, cell fractionation, and an examination of cellular diversity. 2 hrs. lecture, 2 hrs. lab per week. Offered: Fall semester. **Prerequisites: BI 20, BI 21, BI 28 and Organic Chemistry.**

BI 44 General Microbiology 3 - 4

Structure, nutrition and growth of bacteria; characterization of representative bacteria, fungi, viruses and protozoa and their genetic and metabolic peculiarities. Immunological techniques and the immune response in man. Laboratory work includes aseptic technique, isolation and cultivation of microbes, staining techniques and diagnostic metabolic reactions. 2 hrs. lecture, 2 hrs. lab per week, plus additional time. Offered: Fall semester. **Prerequisite: Organic Chemistry or permission of Instructor.**

BI 45 Medical Microbiology 2 - 4

General principles of infection and immunity, disease etiology, laboratory diagnosis of specific pathogens, and the epidemiology of microbial diseases as illustrated primarily by bacterial pathogens. 2 hrs. lecture and 4 hrs. lab per week during first half of semester. Offered: Spring semester. **Prerequisite: BI 44.**

BI 46 Microbial Ecology 2 - 4

Study of microbial environments, populations and ecosystems. Mutual interactions of microbes as well as interactions with macroorganisms and the effects of the microbe on macroecology. 2 hrs. lecture and 4 hrs. lab per week during second half of semester. Offered: Spring semester. **Prerequisite: BI 44.**

BI 47 Environmental Health 3 - 3

Investigations into that aspect of public health that concerns itself with forms of life, chemical substances, environmental conditions and other forces in the surroundings of man that exert an influence on his health and well-being. 3 hrs. of lecture discussion and occasional field trips. Offered: Fall semester. **Prerequisite: BI11 or equivalent or permission of Instructor.**

BI 88 Biology Teaching Methods 3 - 3

Methods and philosophical background for teaching of modern biological science. (This course is a prerequisite for student teaching and should be taken the semester prior to student teaching: consult p. for other requirements for student teaching.) 1 hr. public school assisting, 1 hr. discussion, 1 hr. independent study per week. Offered: Fall semester. **Prerequisites: junior or senior standing, ED 61, PY 23 and permission of Instructor.**

BI 90 Independent Study 1 to 3 credits

Laboratory or other independent research under the guidance and supervision of one or more faculty members. A comprehensive term paper is required for suc-

cessful completion of the project. Offered: Fall and Spring semesters. **Prerequisites: junior or senior standing, 15 credits of biology and special permission of the departmental curriculum committee.**

BUSINESS ADMINISTRATION

CHAIRMAN AND ASSOCIATE PROFESSOR: George Murphy

The Business Administration program at Fitchburg State College is unique in that it is an upper level, transfer program. It is expected that students enrolling in the program will have completed the courses in the core curriculum at a Massachusetts Community College or at another two or four year institution. Students may concentrate their studies in either accounting or management.

Core Curriculum: Principles of Accounting I and II, Business Law I, Basic Finance, Practice or Management, Fundamentals of Marketing.* Accounting Curriculum: Economics I and II, Statistics I and II, Introduction to Computers for Business, Intermediate Accounting I and II, Business Law, Cost or Managerial Accounting, Tax Accounting, Auditing, Advanced Accounting I and II, Financial Management of Corporations. Management Curriculum: Economics I and II, Statistics I and II, Introduction to Computers for Business, Production Management, Personnel Management, Industrial Psychology, Business Fluctuations and Forecasting, Organizational Behavior and Theory, Social and Political Environment of Business, Business Policy and Strategy and 6 semester hours of Business Electives.

* These courses should be taken during the first two years of college prior to entering the Fitchburg State Business Administration program.

AC 21 Intermediate Accounting I 3 - 3

In this course emphasis is placed on the application of accounting theory to practice problems in order to develop financial statements of proper form and content. The relationship between various financial statements is constantly reaffirmed. Asset items of the balance sheet are treated comprehensively.

AC 22 Intermediate Accounting II 3 - 3

Liabilities, reserves, funds and stockholders' equity items are thoroughly treated. Presentation is made of the analysis of financial statements through the use of the ratio method and the consequent critical appraisal attendant upon this method of analysis is stressed. **Prerequisite: AC 21.**

AC 31 Cost Accounting 3 - 3

The control aspects of material, labor, and overhead accounting are stressed. The course covers such areas as job and process costs, standard costs, direct costing, marketing costs, costs in decision-making, capital budgeting and profit planning.

AC 33 Managerial Accounting 3 - 3

This course stresses the usefulness of accounting data as it relates to the managerial decision-making process. Computer applications are integrated with the broad objectives relative to planning, control, and analysis. Among the multi-faceted areas of study are financial statement analysis, budgeting, standard cost analysis, and capital expenditure planning and control.

AC 41 Tax Accounting 3 - 3

This course considers the Massachusetts and Federal Income Tax Laws, with application to individuals, partnerships, fiduciaries, and corporations.

AC 42 Auditing 3 - 3

The basic concepts of auditing and control are examined in this course. It emphasizes internal control, audit problems, and professional responsiblities of the C.P.A. to the auditing requirements. **Prerequisite: AC 22.**

AC 43 Advanced Accounting I 3 - 3

This course includes accounting problems involved in the preparation of consolidated financial statements and in home and branch office relationships, mergers and pooling problems are stressed. Special problems in fund and budgetary accounting for government entities and hospitals are covered. **Prerequisite: AC 22.**

AC 44 Advanced Accounting II 3 - 3

The purpose of this course is to develop in the student the ability to solve a variety of complex problems in order to prepare him for either public professional examinations or executive accounting work in private business. **Prerequisite: AC 43.**

BA 22 Business Law 3 - 3

This course is a continuation of Introduction to Business Law and deals with the law of agency, commercial, paper, credit, and the various forms of business.

MG 12 Principles of Management 3 - 3

This course is an introduction into the history and development of modern management philosophy. The course will discuss the principles and techniques of business as they relate to the planning, organizing, directing, and controlling of business enterprises.

MG 31 Production Management 3 - 3

The basic principles of production management related to the effective utilization of the factors of production in manufacturing and non-manufacturing activites for both intermittent and continuous systems are discussed. The course will also study production organizations, analytical models and methods, facilities design, and the design of control systems for production operations.

MG 33 Personnel Management 3 - 3

This course surveys techniques of modern personnel management from both the manager and personnel manager's point of view. The course will include such topics as recruitment, selection, interviews, evaluation and development, leadership and supervision, management and labor relations, wage and salary administration.

MG 32 Business Fluctuations and Forecasting 3 - 3

This course is an analysis of the operations of our free enterprise system with emphasis on the factors responsible for economic instability; analysis of public and business policies which are necessary as a result of business fluctuations.

MG 381 Financial Management of Corporations 3 - 3

This course covers the analysis and management of the flow of funds through an enterprise. Cash management, source, and application of funds, term loans, types and sources of long term capital. Capital budgeting, cost of capital, and financial structure. It is an introduction to capital markets.

MG 41 Organizational Behavior and Theory 3 - 3

This course is a general descriptive and analytical study of organizations from the behavioral science point of view. It includes problems of motivation, leadership, morale, social structure, group networks, communications, hierarchy, and control in complex organizations. The interaction between technology and human behavior is discussed. Consideration to alternative theoretical models is given.

MG 42 Business Policy and Strategy 3 - 3

This is an integrating course embracing all organic management functions. Cases are used as subjects for analysis and systematic decision making practice.

MG 43 Social and Political Environment of Business 3 - 3

This course is a study of the evolution of American business in the context of its changing political and social environment. Analysis of the origins of the American business creed, the concept of social responsibility of business, and the expanding role of the corporation are included.

CHEMISTRY

CHAIRMAN: John McNaney
PROFESSORS: George Condike, John McNaney, Michael Vignale
ASSISTANT PROFESSOR: Robert Strong
LABORATORY/STAFF ASSISTANT: Mary Svenson

The degree of Bachelor of Arts in Chemistry must include CH 11, 12, 20, 21, 30, 32, 33, 35; PH 13, 14; MA 23, 24 and at least three semester hours of Chemistry electives at or above CH 36. PH 15 is recommended for all Chemistry Majors and proficiency in German at the second year level is required for the Bachelor of Arts.

The Bachelor of Science in Chemistry must include CH 11, 12, 20, 21, 30, 32, 33, 35; CS 10, 15; PH 13, 14; MA 23, 24 and at least 3 semester hours of electives in Chemistry at or above CH 36. PH 15 is recommended.

The degree of Bachelor of Science in Education, Secondary, Chemistry, must include CH 11, 12, 20, 21, 30, 32, 35, 36, 40, 88, 90; PH 13, 14; MA 23, 24; PY 10, 23, 75; ED 61, 87, and IM 24. PH 15 is recommended for Chemistry Majors.

CH 10 General Chemistry for Nurses 3 - 4

One semester fundamental course for non-degree nurses.

CH 11 General Chemistry I 4 - 5

The fundamental laws and theories of chemistry such as atomic structure, the periodic table, electrochemistry, descriptive inorganic chemistry, the gas laws, solutions, and chemical binding. Chemical calculations are emphasized.

CH 12 General Chemistry II 4 - 5

Continuation of (and prerequisite): CH 11 or the equivalent.

CH 13 Chemistry I 3 - 4

Fundamentals of chemistry for non-science majors.

CH 14 Chemistry II 3 - 4

Continuation of (and prerequisite): CH 13 or the equivalent.

CH 20, 21 Organic Chemistry I and II 4 - 6 each

Properties of organic compounds are discussed in terms of their molecular structures and reaction mechanisms. Recommended for chemistry majors, and/or others contemplating graduate study and for those who feel the need for a solid theoretical foundation. **Prerequisites for CH 20: CH 11 and 12. Prerequisite for CH 21: a grade of 2.0 or better in Organic Chemistry I.**

CH 24, 25 Introduction to Organic Chemistry I and II 4 - 5 each

A survey of the major classes of organic compounds -- their chemical and physical properties. Reduced emphasis on theoretical foundations permits inclusion of topics in natural products, chemistry and bio-organic application. **Prerequisites: CH 11 and 12.**

CH 30 Quantitative Analysis 4 - 6

Emphasis on theory and application of Quantitative Analysis. The lectures stress chemical equilibrium, solubility product, complexometric formation, oxidation-reduction, and stoichiometric calculations. **Prerequisites: CH 11 and 12 or the equivalent.**

CH 32 Physical Chemistry I 4 - 5

The underlying principles of chemistry from a physical chemistry standpoint. Kinetic theory, theories of the structure of matter, theory of electrolytic solutions, electrochemistry, thermodynamics, kinetics. **Prerequisite: CH 30 or the equivalent.**

CH 33 Physical Chemistry II 4 - 5

Continuation of (and prerequisite): CH 32.

CH 35 Instrumental Analysis 3 - 5

Essentially a laboratory course in instrumental Analysis including one hour lecture per week. Laboratory experiments include spectrophotometric, conductometric, potentiometric, and chromatographic analysis. **Prerequisite: CH 32 or the equivalent.**

CH 88 Chemistry Methods 3 - 3

Methods of teaching chemistry at the secondary level. Includes a survey of modern secondary science curriculum. Required of all Chemistry education majors. **Prerequisite: IM 24.**

SPECIAL TOPICS

Student and faculty availability determine the time of the following course offerings (not offered every year).

CH 36 Advanced Inorganic Chemistry 3 - 3

Valancy theories, acid-base theories, reactions in non-aqueous solvents, complexation and chelation, physical measurements. **Prerequisite: CH 32 or the equivalent.**

CH 40 Natural Products Chemistry 3 - 6

Isolation, purification, and identification of pure compounds from a variety of naturally occurring substances. Special techniques will be introduced whenever feasible. Six hours of laboratory. **Prerequisites: CH 20 and 21.**

CH 41 Polymer Chemistry 3 - 6

An introduction to the synthesis and properties of macromolecules which also serves as an application of chemical principles to this interesting and important group of materials. Two hours of lecture and one four-hour laboratory period. **Prerequisites: CH 20 and 21 or the equivalent.**

CH 42 Qualitative Organic Analysis 3 - 7

Chemical and spectral methods are used to establish the structure and identity of single compounds and mixtures. One lecture hour and six hours of laboratory. **Prerequisites: CH 20 and 21.**

CH 43 Radiation Chemistry 3 - 3

Fundamentals of radiation chemistry, including radioactivity, atomic nuclei, nuclear reactions, activation analysis, reactors, and radiation detection and measurement with emphasis on the use of radioactive materials in chemical applications. **Prerequisites: CH 30, PH 14.**

CH 90 Independent Study in Chemistry **1 to 3 S.H.**

Laboratory research under guidance of the Chemistry staff. **Prerequisite: Permission of the Instructor.**

COMMUNICATIONS/MEDIA

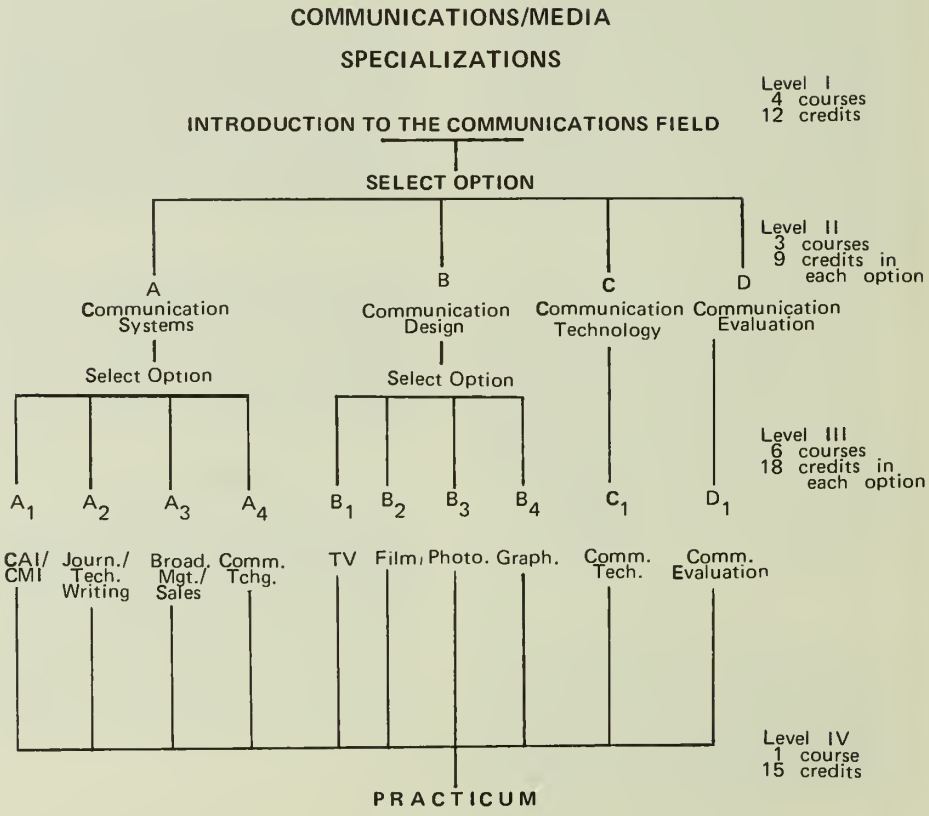
CHAIRMAN: Lee DeNike
PROFESSOR: David Ryder
ASSOCIATE PROFESSORS: William Bowers, Lee DeNike
ASSISTANT PROFESSORS: Teresa Carsten, John Magnasco, John Meaney
INSTRUCTORS: John Kelly, Wilfred Thibeault

"We develop ways of thinking, knowing, and relating to each other largely through the symbols we share. Our agreements, disagreements, and even conflicts are mediated through communications. Creating, sharing, and using symbols and statements is the "humanizing" process of man. A change in that process alters the nature of human affairs."

George Gerbner, Dean
The Annenberg School of Communications,
University of Pennsylvania

The goal of the Communications/Media program is to offer a scholarly and systematic approach to the understanding of the communication process, and to the acquisition of the skills and knowledges requisite for the effective design, production and evaluation of communicative media. This is provided through coupling a well-rounded education in the social sciences, humanities and sciences with an intense study of the professional behaviors, systems and technologies inherent to a specialization within the communications field. In essence, the program is a unique blend of theory and practice which is transmitted via an innovative, customized form of instruction.

The specializations currently offered evolve as follows:



The degree of Bachelor of Science in Industrial Science (Communications/Media) is offered through the Industrial Technology department. Students must take Computer Programming, General Psychology, Introduction to Sociology, and Introduction to Philosophy as part of their General Education program. The major is divided into four levels, and several options within some levels. Required courses in Level I are Languages of Communication; Communication Systems; Communication Technology; and Message Design. Required courses in Level II for both Options A and B are Human Context of Communication Technology; Learning, Teaching and Instructional Communication; and Organizational Communication.

Level III has five options: A, B, B2, B3, and B4. Required courses in CAI/CMI or Option A, are Introduction to Mini Computers; Introduction to Evaluation; Advanced Programming; Introduction to Educational Data Processing; and Computer-Assisted Instruction.

Required courses in TV, Option B, are Television Production I and II; Instructional Television; Script Writing; Commercial and Public Broadcasting; and Television Management. Required for the Film Option (B2) are Exploring the Film Medium; Film Production I and II, Script Writing; Advanced Film Production; and Film Analysis and Criticism. The Photography Option (B3) has six required courses in Level III: Photography I, II and III; Photography Seminar; Photography - An Historical and Cultural Perspective; and Planning, Organization, and Management of a Photography Facility. The Graphics Option (B4) requires Media Production I; Basic Graphic Design; Communication Message Conversion and Production; Photography I; Illustration; and Product Illustration and Communications.

A 15 semester hour practicum is required of all degree candidates.

Level I

CM 10 Introduction to Languages of Communication 3 - 3

Examination and experimentation with organized sets of symbols that constitute a language or code using tools and concepts evolved in the study of English. The language/codes studied will include computer programming, languages, visual languages, and non-verbal interpersonal langauge.

CM 11 Introduction to Technology of Communication 3 - 3

A focus on equipment operation and simple maintenance procedures in the areas of audio/visual equipment, photography, film and television.

CM 12 Introduction to Message Design 3 - 3

An overview of visual communications. Students will become involved with a variety of media activities providing experiences in the design, conversion, interpretation and evaluation of graphics, film, television and photography.

CM 13 Introduction to Communications Systems 3 - 3

A study of the various media as specific communications systems. Included will be an examination of film, radio, television, photography, graphics and other media along with their respective contact.

Level II

CM 20 Human Context of Communications Technology 3 - 3

A study of the human relations problems associated with the introduction of communication technology into business organizations, schools, and other public and private agencies. Students will develop skills in shaping their communications with people who may have different attitudes toward a particular technology. The courses will attempt to develop alternative explanations or translations of given technological characteristics into the framework and values of hypothetical and actual clients.

CM 21 Learning, Teaching and Instructional Communications 3 - 3

An examination of selected learning theories, an overview of various instructional approaches or methods, and the application of the two to instructional communications.

CM 22 Organizational Communication 3 - 3

An examination of the organizational and management procedures used as vehicles for communication within business and educational institutions. Such things as budgetary skills, equipment specification, and selection of communications media hardware will be studied.

Level III

CM 30 Introduction to Mini-Computers 3 - 3

Definition of mini-computer systems and their components. Typical systems will be

related to usage in data processing, monitoring instruction and assisting instructor. Programming in BASIC language is included with applications in an instructional environment.

CM 31 Introduction to Evaluation 3 - 3
A study of evaluation definitions and terms as bases for comparing evaluation strategies. Instructional accountability through evaluation will be presented as the focus of computer-monitored instruction.

CM 32 Advanced Programming in Education 3 - 3
Mini-computer software systems that have application to data processing, computer-monitored instruction, computer-assisted instruction, scheduling and forecasting.

CM 33 Introduction to Education Data Processing 3 - 3
Data Processing, scheduling and forecasting in terms of its usage and cost benefits for school systems.

CM 34 Computer-Monitored Instruction 3 - 3
A synthesis of evaluation, mini-computers and criterion-referenced instruction into a pragmatic CMI strategy. The accomplishments of instruction will be emphasized and treated by carefully separating instructional intents from preferred instructional alternatives.

CM 35 Computer-Assisted Instruction 3 - 3
Students select a particular academic interest and desired target audience for study. Available CAI programs and current trends in CAI will be surveyed and synthesized as alternative instructional modes for a particular CMI curriculum.

CM 50 Television Production I 3 - 3
An examination of the production techniques used in television, utilizing both portable and fixed studio equipment. **Prerequisites: CM 68 - CM 12, and permission of Instructor.**

CM 51 Television Production II 3 - 3
Advanced production techniques including lighting, set design, staging concepts and studio operation. **Prerequisite: CM 50 and permission of Instructor.**

CM 52 Instructional Television 3 - 3
A study of the research, evaluation and application of the television medium for instructional purposes. **Prerequisite: CM 50 or permission of Instructor.**

CM 53 Script Writing 3 - 3
Emphasis on writing scripts for industrial, educational, documentary and dramatic productions that utilize electronic media.

CM 54 Commercial and Public Broadcasting 3 - 3
An examination of documentary reporting and editing and the preparation and presentation of news, commentary, feature stories, news pictures, and films. It will also develop a critical appraisal of contemporary commentators. **Prerequisites: CM 51 and permission of Instructor.**

CM 55 Television Management 3 - 3
A study of television management with emphasis on facilities, personnel functions and activities. **Prerequisites: CM 50 and CM 51 and permission of Instructor.**

CM 56 Exploring the Film Medium 3 - 3
A survey of the theories that seek to explain the structure and process of film, as well as the major directors, genres, periods, and movements of film history.

CM 57 Film Production I 3 - 3
Development of the skills necessary to plan, produce and present industrial and educational audio/visual programs requiring single and multi-screen images. **Prerequisites: CM 68, CM 12, and permission of Instructor.**

CM 58 Film Production II 3 - 3
The principles of 8mm and 16mm motion picture production including production planning; story boarding; composition; camera, film and lens selection; exposure; editing and an over-view of interior and exterior lighting techniques. **Prerequisites: CM 68, CM 12 and permission of Instructor.**

CM 59 Advanced Film Production 3 - 3
Study of the production and staging crafts for film; recording synchronous sound, selecting continuity and timing of motion picture footage, animation, make-up, set design and construction, and costumes. **Prerequisites: CM 58 and permission of Instructor.**

CM 60 Film Analysis and Criticism 3 - 3
An analysis and explication of representative critics, critical systems, genres, and artists.

CM 61 Photography I 3 - 3
The technical aspects of photography such as chemicals, papers and film, as well as an introduction to exposure techniques. Credit for this course is given upon the successful completion of CM62, Photography II. Students are responsible for all paper and film supplies.
Prerequisites: CM 11 and CM 12 and permission of Instructor.

CM 62 Photography II 3 - 3
A continuation and refinement of the exposure techniques (zone system) examined in CM61. In addition, students will study large format and close-up photography as well as experiment with different camera formats appropriate to their particular career interest. Students are responsible for all paper and film supplies.
Prerequisites: CM 61 and permission of Instructor.

CM 63 Photography III 3 - 3
A series of "Contracts of Study" between the student and the instructor. Each student will be expected to complete a minimum of four (4) contracts representative of advanced work in photography. Students are responsible for all paper and film supplies. **Prerequisites: CM 62 and permission of Instructor.**

CM 64 Photography Seminar 3 - 3
A team approach to problem solving by involving students from other specializations with the Communications/Media major. Students are responsible for all paper and film supplies. **Prerequisites: CM 62 and permission of Instructor.**

CM 65 Photography - An Historical and Cultural Perspective 3 - 3
A survey of the beginning and development of photography with a look to the future and its implications.

CM 66 Planning, Organization and Management of a Photography Facility 3 - 3
An examination of the understructure of a photographic facility in terms of personnel, use, traffic flow, function, equipment, expansion, flexible and inflexible rules, maintenance, inventory control, record keeping, and budget control.
Prerequisites: CM 62 and permission of Instructor.

CM 68 Media Production I 3 - 3
An overview of the graphic materials and production techniques required for industrial and educational television, film photographic and multi-screen presentations. **Prerequisites: CM 12 and permission of Instructor.**

CM 69 Basic Graphic Design 3 - 3
An introduction to basic design fundamentals and their integration into graphic modes of expression. Also included will be a study of graphic layout processes with emphasis on expression and the relationship of form to content. **Prerequisites: CM 12 and permission of Instructor.**

LEVEL IV

CM 85 Practicum 15 - 30
This course will provide a full semester internship in which teams of Communications/Media apply their knowledges and skills to the solution of a comprehensive communications problem.

CM 86 Methods of Teaching Communication 3 - 3
An exposure to the planning, methods, materials and curricula necessary for the teaching of Communications/Media.

CM 90 Independent Study
In-depth study of a Communications/Media area not provided within the Communications/Media Curriculum.
Permission of the Instructor and Department Chairperson required.

OTHER COMMUNICATIONS/MEDIA COURSES

IM 11 Audiovisual Equipment Operation 1 - 1
This course will focus on the knowledge and skills necessary to operate audiovisual equipment.

IM 24 Design, Preparation and Production of Instructional Materials 3 - 3
This course will provide students with practical experience in visual communication. Students will become involved in a variety of media activities including the design, preparation, production and evaluation of graphic, photographic and other types of visual and aural materials.

IM 40 Amateur Photography 3 - 3
This course is open to all non-Communication/Media majors who are interested in the fundamentals of photography. Students are responsible for all paper and film supplies.

COMPUTER SCIENCE

ACTING COORDINATOR: Kenneth Wadland
ASSOCIATE PROFESSORS: Theodore LaPierre, Esmail Valanejad
ASSISTANT PROFESSORS: Karl Lindquist, Robert Shaughnessy, Kenneth Wadland

The degree of Bachelor of Science in Computer Science must include CS 15, 16, 25, 26, 32, 37, 38, 42; MA 23, 24, 26, 33; PH 13, 14, 15, 24, 25, and six semester hours of mathematics electives chosen from Probability and Statistics, Differential Equations, Combinatorics and Numerical Analysis.

CS 10 Computer Programming 3 - 3
This course is a general course in Computer Programming and will use a popular programming language such as BASIC as the basis for studies and activities with flowcharts, coding, program execution and debugging and an introduction to computer theory and systems. May be used for Math Credit.

CS 15 Introduction to Computers I 3 - 3
Provides a broad foundation for the study of computers. Topics include: number system theory, function and interrelationship between the major hardware and software components of a computer system; and an introduction to machine, assembly and higher-level language programming.

CS 16 Introduction to Computers II 3 - 3
A continuation of CS 15 with emphasis on the design, storage and manipulation of data structures. Includes a wide variety of programming projects.
Prerequisite: CS 15.

CS 20 Numerical Methods and Computers I 3 - 3
Assumes knowledge of FORTRAN and/or FOCAL. Roots of equations, methods of numerical integration, ordinary differential equations, operations with matrices, curve fitting. **Prerequisite: Two semesters of calculus.**

CS 21 Numerical Methods and Computers II 3 - 3
Fourier series. Tchebychev polynomials, difference methods, interpolation, partial differential equations. **Prerequisite: CS 20.**

CS 25 Programming I (Fortran) 3 - 3
Provides an in-depth study of the FORTRAN programming language. Emphasis is on numerical-scientific applications. Includes a substantial number of programming projects. **Prerequisites: CS 16 (Calculus I and II would be helpful.)**

CS 28 Programming III (Assembly) 3 - 3
A detailed study of programming at the assembly language level. The particular assembly language selected for study and programming projects will be dependent upon the computer system(s) available at the time of the course. **Prerequisite: CS 16 (FORTRAN would be helpful).**

CS 30 Information Systems I 3 - 3
Topics include: an introduction to systems analysis including problem definition, form and report design, elementary sequential file structuring and data access techniques. **Prerequisite: CS 26.**

CS 26 Programming II (Cobol - 1) 3 - 3
Provides an in-depth foundation for the study and application of the COBOL programming language. Emphasis is on business applications. Includes a substantial number of programming projects. **Prerequisite: CS 16 (or prior computer orientation course).**

CS 27 Programming III (Cobol - 2) 3 - 3
A continuation of CS 26, with added emphasis on the design, storage and manipulation of data files. Includes a substantial number of programming projects.

CS 32 Systems Programming I 3 - 3
The organization and software components of modern operating systems including batch processing systems, I/O systems, file organization, accessing and management. **Prerequisite: CS 25.**

CS 34 Automation Techniques 3 - 3
Techniques for adaption of "on-line" and computers to production type machines and control systems. **Prerequisite: CS 16.**

CS 36 Analog Computer Techniques 3 - 3
Programming applications and advanced techniques of analog computation including: magnitude and time sharing, scaling, non-linear elements and iterative solutions. **Prerequisite: CS 16.**

CS 37 Computer Hardware and Organization I 4 - 5
A study of digital circuits, including combinational and sequential circuits, Boolean algebra and Karnaugh mapping, multiplying, registers including parallel to serial, ASCII coding, teletype interfacing.

CS 38 Computer Hardware and Organization II 4 - 5
Computer organization using the PDP 8 as typical mini-computer, micro instructions, machine language programs, PAL III-assembly language; micro-processors.

CS 40 Information Systems II 3 - 3
Advanced file structure and telecommunication systems including: tree structures, direct and indirect sequential file access techniques and display communication. **Prerequisite: CS 30.**

CS 42 Systems Programming II 3 - 3
The methods and techniques used in the design and implementation of interpreters and compilers. **Prerequisite: CS 32.**

CS 46 Analog Hybrid Computer Simulation 3 - 3
The use of Analog and hybrid computers as an engineering tool for systems design and evaluation. **Prerequisite: CS 36.**

CS 48 Computer Organization 3 - 3
Systems and subsystems of the basic computer operation and the role of each computer operation.

CS 50 Programming Practicum 3 - 3
Advanced programming with in depth study in a special area of interest. **Prerequisite: permission of Instructor.**

ECONOMICS

ASSOCIATE PROFESSOR: Caroline Murphy

EC 10 Principles of Economics: Macro-economics 3 - 3
A study of the theory of employment, income and growth. Stabilization policy and current problems in American capitalism are emphasized.

EC 12 Principles of Economics: Micro-economics 3 - 3
A study of the theory of the business firm. Efficiency in the allocation of resources is examined under conditions of pure competition, pure monopoly, monopolistic competition and oligopoly. **Prerequisite: EC 10.**

EC 13 Consumer Economics 3 - 3
Theories of consumption and economic functioning, demand; consumer problems; standards of living; policies for protecting consumers and expanding comsumption.

EC 14 Money and Banking 3 - 3
A study of the role of money, credit and banking in the American economy. Special emphasis is placed on the applicability of monetary policy to the problems of economic stability.

EC 15 Economic Development 3 - 3
An examination of the problems of growth with particular reference to less developed countries; topics of discussion include population, income growth, foreign investment and aid, allocation of resources, and the role of government. Investigation through case studies is emphasized.

EC 16 Public Finance 3 - 3
A study of the principles of governmental expenditures and revenues. Attention is also devoted to the problems of public debt, fiscal policy, and inter-governmental fiscal relations, with particular reference to the United States.

EC 90 Independent Study in Economics
Open to students who have permission of the supervising instructor and the department. Course of study, meetings, and credit by arrangement.

EDUCATION

CHAIRMAN: Francis Powers
PROFESSORS: Patricia Barbaresi, Joseph Durant, Francis Powers
ASSOCIATE PROFESSORS: George Miller, L. Doris Moquin, Helen O'Flaherty, Elizabeth Ross
ASSISTANT PROFESSORS: Anne Green, Howard Kingsley, Irene Passios
INSTRUCTORS: Richard Houston, Diane Suskind

The degree of Bachelor of Science in Education, Early Childhood, must include ED 10, 20, 21, 22, 24, 31, 84; PY 10; EP 10, 11.

The degree of Bachelor of Science in Education, Elementary, must include ED 60, 63, 65, 86; PY 10, 21, 75; MA 10, 83; SC 81; MU 10, 80; AR 28; IA 19 and PE 80. The student must also supply fifteen plus semester hours toward an area of specialization. Recommended free electives are Introduction to Geography, Geography of U. S. and Canada, Introduction to Sociology, Psycho-Social Problems of Urban Children, Learning Disabilities, Children's Literature and Guidance.

Specialization for Elementary Major

All Elementary majors must select and complete a specialization from one of the following areas: Art, Behavioral Sciences, English, Foreign Language, Geography, History, Language Arts, Mathematics, Music, Physical Education or Science. Requirements for these specializations are found below.

Art Specialization

Students in the Elementary Curriculum who wish to specialize in Art may do so by electing courses under the guidance of the Art Department.

Behavioral Sciences Specialization

Students in the Elementary Curriculum who wish to specialize in Behavioral Sciences may do so by electing 24 semester hours under the guidance of the Behavioral Sciences Department.

English Specialization

Students in the Elementary Curriculum who wish to specialize in English may do so by electing 18 semester hours in English, 6 hours of which should be taken from the following courses: English Literature I, English Literature II, American Literature I, and American Literature II.

Foreign Language Specialization

Students in the Elementary Curriculum who wish to specialize in French or Spanish may do so by attaining the minimum proficiency level of FR 31 or FR 34 or SP 31 or SP 34 and taking either FR 88 or SP 88.

Geography Specialization

Students in the Elementary Curriculum who wish to specialize in Geography may do so by electing 15 semester hours of Geography under the guidance of the Geography faculty from the Geography elective offerings.

History Specialization

Students in the Elementary Curriculum who wish to specialize in History may do so by electing 15 semester hours of History under the guidance of the Social Sciences Department from the History elective offerings.

Language Arts Specialization

Students in the Elementary Curriculum who wish to specialize in Language Arts may do so by electing the following under the guidance of the Elementary Education Department: ED 40, 41, EN 80, PY 15 and PY 16.

Mathematics Specialization

Students in the Elementary Curriculum who wish to specialize in Mathematics can do so by electing 21 semester hours of Mathematics under the guidance of the Mathematics Department. Interested students should contact the elementary specialist advisor in the Mathematics Department for information and advice in planning a program of study. Courses elected to fulfill the requirements of the mathematics specialization are usually chosen from among CS 10, MA 10, MA 11, MA 12, MA 13, MA 20, MA 21, MA 23, MA 25, MA 26, MA 29, MA 30, MA 31, and MA 32.

Music Specialization

Students in the Elementary Curriculum who wish to specialize in Music may do so by electing the following under the guidance of the Music Faculty:

MU 10, 22 (or equivalent), 83 or 80, 42, 43, 44, 45

Three semesters of any combination of MU 41 and/or 40

Two Music Electives

Physical Education Specialization

Students in the Elementary Curriculum who wish to specialize in Physical Education should elect PE 14, PE 16, PE 17, PE 83 and 6 semester hours of physical activity skills.

Science Specialization

Students in the Elementary Curriculum who wish to specialize in Science may do so by electing 15 semester hours of science under the guidance of the Biology or Chemistry or Physics Departments.

Elect 15 hours from the following: BI 10, 11, 20, 29, 21, 25, 26, 23, 31; CH 11, 12; GE 21, 25; PH 11, 12; SC 11, 12.

Bachelor of Science in Education, Secondary

Candidates for the degree of Bachelor of Science in Education, Secondary, must complete 60 semester hours of general education and major in one of the following disciplines: Behavioral Sciences, Biology, Chemistry, Communications/Media, English, Geography, History, Mathematics, or Physics. They must complete a sequence of Behavioral Science courses in the order indicated: PY 10, PY 23 and PY 75. English majors must take ED 64. All secondary majors (except Industrial Arts majors) must complete the following sequence of professional courses in the order indicated: ED 61; IM 24; the appropriate Methods course in teaching one's major, and ED 87 Student Teaching in Secondary Education for a full semester.

ED 10 Early Childhood Foundations I 4 - 5

An examination of the historical perspectives and philosophical orientations in the field of early childhood education. Specific attention is given to an analysis of current programs. Students will be involved in a preschool program for a practicum experience. Required of Early Childhood majors.

ED 20 Early Childhood Foundations II 4 - 5

A brief orientation to the developmental philosophy and goals of early childhood education. Methods and activities are presented. Required of Early Childhood majors.

EP 10 Behavioral Science in Early Childhood I 4 - 5

Study of principles, patterns, and theories of human development and learning as well as principles and techniques of naturalistic and standardized child study. Observation, recording, synthesis, and interpretation of the behavior of young children will occur within a practicum setting. Case studies will be written. Required of Early Childhood majors. **Prerequisite: General Psychology or Introduction to Psychology.** Required for EP 11.

EP 11 Behavioral Science in Early Childhood II 4 - 5

Continuation of EP 10. (EP 10 and EP 11 cannot be taken simultaneously.)

ED 21 Reading in Early Childhood Education 4 - 5

A presentation of the facets of a balanced primary reading program involving verbal facility, concept building, work recognition, work orientation and sounds, auditory discrimination, sentence patterns, and comprehension and interpretation of materials read. Many techniques for teaching primary reading are discussed and illustrated. A practicum in the reading area is required.

ED 22 Language Arts in Early Childhood Education 4 - 5

An examination of the four components of verbal communication -- listening, speaking, reading, writing; current materials and programs for developing language; use of literature in language and concept

development; practicum for application of learning.

ED 24 Fine Arts in Early Childhood Education 4 - 5

The study of the integration of art, music and movement for young children using an interdisciplinary approach. Investigation of the objectives, methods and materials in the fine arts areas.

ED 25 Child Development Bureau Pre-Kindergarten Clinical 4 - 5

This course provides an opportunity for those interested in working with pre-kindergarten age children to create a learning environment using free and inexpensive materials. Students will create learning devices, design the room layout, develop a program, and then conduct the learning activities with young children under the supervision of the instructor.

ED 30 Methods and Materials in Early Childhood Education 3 - 3

A hands-on workshop and exploration of all areas of the curriculum. In doing so students will research and prepare games and devices appropriate to an early childhood classroom. Elective for all education majors.

ED 31 Science, Math, and Social Studies in Early Childhood Education - 5

Emphasis is placed on the development and demonstration of instructional techniques and materials in science, math, and social studies that are appropriate for heterogeneous groups of young children.

ED 40 Improvement of Reading 3 - 3

This course provides students with the competencies necessary to diagnose and correct reading problems in their own future classrooms and the skills of administering, scoring, and analyzing informal Reading Inventories. A practicum will be provided during class time in which the student will test a child, plan a program of instruction for that child and carry out that program. Emphasis is also placed on the development and utilization of instructional materials with the assigned child.

ED 41 Language Arts in Elementary Education 3 - 3

A presentation of the meaning and importance of language arts, an introduction to the nature of language and language growth, and a summary of the characteristics of children of elementary school age levels that affect and are affected by the language arts program. Stress is placed on elements of writing, speaking, listening, handwriting, and spelling. A practicum is an integral part of the course.

ED 60 Principles and Practices of Elementary Education 3 - 3

An examination of the theoretical and practical knowledge of the teaching process. Students will demonstrate competencies in the areas of planning, curriculum design, and evaluation. Focus will be placed on the needs and learning styles of the elementary school child and the instructional strategies used to effectively meet those needs. In addition, classroom management skills and techniques will be emphasized. Students will be required to observe on a regular basis in an elementary classroom. Observation of elementary school children and teaching strategies as well as participation will occur in a practicum setting.

ED 61 Success Practices in Secondary Education 3 - 3

An opportunity to experience many teacher roles at the secondary school level. The student serves as a tutor in a public school, develops curriculum and instructional material, and designs, presents, and critiques a micro-lesson.

ED 63 Reading in Elementary Education 3 - 3

An examination of the reading process, methods of evaluation and strategies for beginning reading. Reading skills and procedures for developing these skills are examined and current approaches to the teaching of reading are evaluated. The student will be made cognizant of methods of grouping and evaluation procedures. A practicum is required.

ED 64 Reading in the Secondary School 3 - 3

Investigation of the reading process. Discussion of current evaluative methods. Analysis of the reading skills and procedures for development. Required of Secondary English majors.
Prerequisites: PY 23, ED 61.

ED 65 Foundations of Education 3 - 3

A study of the professional aspects of teaching, the school's role in society, the organization and support of American education, the historical foundations of education and its philosophical bases.

Issues affecting curriculum development and the future of American education are considered.

ED 68 Individualized Reading 3 - 3

Competencies necessary to individualize reading instruction are developed. The organization of skills and learning materials, record keeping systems and the methods and materials of instruction are analyzed. Classroom functioning for independence and self-responsibility in learning is studied and supplemented by a supervised practicum, which provides for individual assistance.

ED 70 Parent-Child Relations in Education 4 - 5

This course explores the role of the parent in the development of the child and how the parent relates to the educational system. This course will stress awareness of how parents stimulate the growth of behavioral trends in their children, as well as their usefulness as resources to improve the educational environment of the child.

ED 80 Integrated Creative Arts Teacher Education Program 15 SH

This is a full-semester experience which includes five weeks of classroom instruction and training (creative work in visual arts, language arts, movement, music, and integrating art forms). Subsequent to the initial period, students will be placed in field stations for classroom experiences for the remainder of the semester. These activities will involve assisting teacher-specialists in one or more of the art form areas, and the development and implementation of programs for the specific classroom and its pupils so as to foster the pupils' personal expression through creation in the arts.

A weekly seminar on Wednesday afternoons from 1:00 to 3:00 will be held at the College for the purposes of workshop experiences and problem solving. Students are expected to be present in the schools on a full-time basis ordinarily throughout the semester. They will be visited and evaluated regularly by College faculty as well as by cooperating teacher-specialists in the schools.

ED 84 Student Teaching in Early Childhood Education 12 - 25

Each student is required to have a full semester of student teaching consisting of two experiences, one in a kindergarten and a second at the primary level.

ED 86 Student Teaching in Elementary Education 12 - 25

Each student is required to have a full semester of student teaching consisting of two experiences at the elementary level.

ED 87 Student Teaching in Secondary Education 12 - 25

Students are assigned to cooperating schools for a semester of student teaching.

ED 88 Introduction to Learning Disabilities 3 - 3

A study of some of the causes of school learning disabilities at the Elementary level. Specific techniques and remediation exercises will be discussed.

ED 90 Independent Study in Education 3 SH

Provides students in early childhood, elementary, and secondary education with the opportunity to do research with staff guidance in a problem in education. Limited to juniors and seniors. Prerequisite: permission of department.

ENGLISH

CHAIRMAN: William Barker
PROFESSOR: Terry Grabar
ASSOCIATE PROFESSORS: William Barker, Judith Budz, Leo Hines, William Keough, Marilyn McCaffrey, Louis Shepherd
ASSISTANT PROFESSORS: Colin Bourn, George Case, Joseph Finkel, Marie McAllister, John McGrail, M. Irene Miranda, Erwin Pally,' Robert Tapply, Eugene Casassa Robert Welch
INSTRUCTOR: Isa Engleberg
PART-TIME INSTRUCTOR: Dona Stein

The Bachelor of Arts in English must include EN 22, 23, and at least 30 semester hours in English electives. Second year proficiency in a foreign language is required for an A.B. in English.

The degree of Bachelor of Science in Education, Secondary, in English must include EN 22, 23, 88; PY 10, 23, 75; ED 61, 64, 87; IM 24; and at least 24 semester hours of electives in English.

Honors in English are awarded to English majors with an overall grade point of 3.0 and a grade point in English of 3.5. For further information apply to the English Department.

EN 10 English Composition I 3 - 3

Practice, both oral and written, in expressing ideas with precision, clarity, and economy. The research essay. Critical reading.

EN 12 English Composition II 3 - 3

Essentially a continuation of EN 10, but more advanced. Logic and the vocabulary of criticism. **Prerequisite: a passing grade in EN 10. Prerequisite for all English electives: EN 10, EN 12.**

EN 13 Prose Writing 3 - 3

For those who have completed Composition I and II but wish more training in effective writing.

EN 20 American Literature I 3 - 3

Representative American writers from Colonial days through the Civil War.

EN 21 American Literature II 3 - 3

Representative American writers since the Civil War.

EN 22 English Literature I 3 - 3

British writers from the Old English period through the early Romantic writers of the late 18th century.

EN 23 English Literature II 3 - 3

British writers since the Romantic movement.

EN 24 World Literature I 3 - 3

European literary masterpieces from the beginning through the middle of the 17th century.

EN 25 World Literature II 3 - 3

European literary masterpieces from the mid-17th century to the present.

EN 30 World Drama 3 - 3

Significant and representative plays from the beginning to the modern period.

EN 31 Modern Drama Workshop 3 - 3

Emphasis on the craft of playwriting as well as other skills useful for any professional concerned with communication, performance, oral reports, discussion and written analysis of significant contemporary plays. The course will be tailored to the needs of the individual student who will choose from a variety of projects.

EN 32 The World Novel to 1914 3 - 3

Significant novels representing various countries and periods as well as stages in the development of this literary form.

EN 33 The World Novel Since 1914 3 - 3

Modern novels are studies both aesthetically and as human documents.

EN 34 The Short Story 3 - 3

Significant stories of some of the great writers of the Western world, showing the evolution of the short story form.

EN 35 Modern Poetry 3 - 3

Representative modern poetry with the emphasis on American and English poets.

EN 36 Literary Criticism 3 - 3

Critical theory and practice from Aristotle through the 20th century.

EN 40 The Middle Ages 3 - 3

Literary forms that made their first appearance after the emergence of Middle English.

EN 41 Chaucer and His World 3 - 3

Emphasis on the Canterbury Tales and their Medieval background.

EN 42 Shakespeare I 3 - 3

Shakespeare's vision of politics, society, and history. Studies in the chronicles of English history and the image of heroism and kingship.

EN 43 Shakespeare II 3 - 3

Shakespeare's vision of human destiny. Studies in the Comic and the Tragic.

EN 44 Baroque English Literature 3 - 3

Baroque or metaphysical elements in seventeenth century literature from Donne to Vaughan, including Herbert, Crashaw, Marvell, Browne, Webster, and Middleton.

EN 46 Neoclassical Literature from Jonson to Congreve 3 - 3

Neoclassical elements in the works of Jonson and his "school" including a close study of Dryden and Restoration drama.

EN 47 The Age of Satire: 1700 - 1750 3 - 3

Emphasis on the importance to the age of standards in life as well as in literature, the public responsibilities of the writer, and the various ways that humor is used as a weapon for social purposes.

EN 48 From Classic to Romantic: 1750 - 1800

Changing values in philosophy, the nature of man, politics, etc. The reflection of these changes in the art and music as well as the literature of the late 18th Century.

EN 49 The Romantic Self 3 - 3

The pursuit of individual vision in works of writers from Wordsworth through Mary Shelley's Frankenstein to the mad Lord Byron.

EN 50 The Nineteenth-Century English Novel 3 - 3

Significant novels demonstrating the changing cultural milieu and varying approaches of the genre during this period.

EN 51 Belief and Doubt 3 - 3

Man's relationship to a changing society in the face of nineteenth-century industrialization and scientific progress, as seen in the major writers of the period.

EN 52 Decadence and Transition 3 - 3

The Wilde 90's, Edwardian exuberance, and World War I collated with modern trends in poetry, prose, and drama.

EN 53 Twentieth-Century Irish Literature 3 - 3

Synge, Yeats, Joyce, O'Flaherty, O'Connor and O'Faolain with some attention to minor figures of the so-called Irish Literary Renaissance.

EN 60 The Romance in America 3 - 3

Nature, idealism and community in the works of Hawthorne, Poe, and others.

EN 61 American Novel 1890 - 1950 3 - 3

A close examination of several representative works by major American novelists of this period.

EN 62 American Novel since 1950 3 - 3

A close analysis of seven or eight major novels.

EN 63 Major American Writers of the Twentieth Century 3 - 3

The varied creativity of American writers of fiction, drama, poetry, criticism, and the essay since World War I.

EN 64 The Black Author in the Modern World 3 - 3

Mainly U. S. writings.

EN 65 Other Trumpets: Literature of the Minorities 3 - 3

Significant writings by American Indians; Black, Mexican, Puerto Rican, Filipinos, and Oriental Americans considered aesthetically and as social and political documents.

EN 66 Telling the Tale 3 - 3

English and American novels told by liars, children, gossips, novelists writing about themselves, uncaring and omniscient narrators. How point of view and value interact in fiction.

EN 70 The Bible as Literature 3 - 3

A study of the style, narrative techniques, symbols, and historical setting of the Old and New Testament writers.

EN 71 Laughter, Comedy, and Joy 3 - 3

Studies in literary comedies and theories of comedy from various periods and genres.

EN 73 Women and Literature 3 - 3

Emphasis on literature by and about women, including such authors as Ibsen, James, Stein, Woolf, Sexton, Plath and others.

EN 74 Occult in Literature 3 - 3

Spiritualism, witchcraft, demonology, extrasensory perception and other areas of the occult found in the works of Scott, Walpole, James, Hawthorne, Shakespeare, Wilde and others.

EN 75 Journalism 3 - 3

Readings in the mass media with individualized writing assignments. Some emphasis on the technical aspects of newspaper work and the methods of New Journalism.

EN 76 Creative Writing 3 - 3

For outstanding students who have completed EN 10 and 12. Upon approval of instructor.

EN 77 The Cinematic Eye 3 - 3

An exercise in democratic/personal film-making. Rock-bottom cost, minimally gadgeted cinematography. An aid in teaching film-making. Student supplies his own regular or super-8 mm cine camera and all materials.

EN 78 Writing for the Natural and Social Sciences 3 - 3

Individualized work in writing appropriate for those taking courses in physical and life sciences, psychology, human services, and other social sciences.

EN 79 Creative Dramatics 3 - 3

Students will learn to express themselves orally and physically through mime, improvisation, dance, drama and role-playing, and to use this knowledge in dealing with children and adults.

EN 80 Children's Literature 3 - 3

Focusing on a wide range of subjects with criteria for evaluation of books, for related library sources, for book fairs, and for school and classroom library needs.

EN 81 Literature for Young Adults 3 - 3

Wide reading of literature written for the teenager. Different types of literature such as science fiction, fantasy, television plays, realistic novels and poetry will be read and criteria for their selection examined.

EN 82 Teaching Writing to Secondary Students 3 - 3

Practice and research in alternatives for teaching writing in secondary schools. A study of writing as "process." Explores a variety of approaches through experiments for the teacher.

EN 83 The Structure and the Nature of Language 3 - 3

The study of language systems and grammatical theories; history of the English language; theories of acquisition; psycholinguistic and sociolinguistic topics.

EN 84 Writing for Business and Technology 3 - 3

A study of writing for students interested in Business and Management.

EN 86 and 87 Journalism Practicum: (P1 and P2) 3 - 3

Open to members of the Rhetoric staff, and other students engaged in appropriate on-campus or off-campus journalistic activities. (P1 and P2 may be taken separately for a total of 6 credits.)

EN 88 The Teaching of English 3 - 3

The methodology of English (lesson planning, selection of materials, curriculum development, review of relevant research). Offered in fall semester only.
Prerequisite: IM 24.

EN 89 Internship 12 SH

Students will be placed in local agencies or businesses involving journalistic or broadcast skills. Students registering for EN 89 should also register for EN 93.

EN 90 Independent Study 3 - 3

For English majors excelling in scholarship, upon approval of both department head and advising instructor.

EN 92 Seminar 3 - 3

Literary analysis and research, topic to be selected by instructor. Primarily by English majors, others admitted with permission.

FRENCH

ASSOCIATE PROFESSORS: Pierre Pinet, Jeanne Hambright

FR 10 French for Beginners I 3 - 4

Correct pronunciation, reading ability and fundamentals of grammar and syntax. French gradually becomes the working classroom and laboratory language. For students with no language experience or less than two years high school level. Students with two or more years not admitted without permission of instructor.

FR 11 French for Beginners II 3 - 4

A continuation of FR 10.

FR 20 Intermediate French I 3 - 4

Conversation and laboratory practice; readings stressing life, customs and culture of France. **Prerequisite: two years of high school, French II and/or Instructor's permission.**

FR 21 Intermediate French II 3 - 4

A continuation of FR 20.

FR 30 French Civilization I 3 - 3
Development of the French nation as revealed in its history, geography and basic institutions through modern literature.
Prerequisite: FR 21 or equivalent and/or Instructor's permission. (Course conducted in French).

FR 31 French Civilization II 3 - 3
A continuation of FR 30.

FR 33 French Literature I 3 - 3
A survey of the main currents of French literature from the Middle Ages through the 18th century. **Prerequisite: FR 21 or Instructor's permission.**

FR 88 Methods for Teaching French in the Elementary School 3 - 3
Techniques and materials for use in elementary school. Required for foreign language specialization. **Minimum of 12 semester hours of French or its equivalent and Instructor's permission is required.**

FR 90 Advanced French Independent Study 3 - 3
Prerequisite: Minimum of 12 semester hours. 2.0 grade-average in French, and permission of Instructor, Department Chairman and Academic Dean.

GEOGRAPHY

ASSOCIATE PROFESSORS:
Robert Champlin, James Barbato
ASSISTANT PROFESSOR:
Robert Gardula

The degree of Bachelor of Science and Bachelor of Arts in Geography must include GE 10 and 36 semester hours in one of the following areas: Earth and/or Environment Science, Urban-Community development and/or Public Service, or Area Development. Courses are structured so as to prepare the student for employment or graduate work. The Bachelor of Arts degree requires foreign language proficiency at the second year college level.

The degree of Bachelor of Science in Education, Secondary, in Geography must include GE 10, 88; PY 10, 23, 75; ED 61, 87; IM 24; and 27 semester hours in Geography electives. Students may meet the state certification requirement for teaching Earth Science, as well as Geography, by taking 18 semester hours in related courses which should be chosen after consultation with a member of the geography faculty.

GE 10 Introduction to Geography 3 - 3
The interrelationships between the physical and cultural elements of man's environment.

GE 11 Principles of Human Geography 3 - 3
An introduction to the elements and processes underlying economic, social, and political geographic patterns, with applications to actual case studies and situations.

GE 88 Special Methods in Teaching Geography 3 - 3
Lesson planning, selection of materials, curriculum development, review of relevant research. **Prerequisite: IM 24 and ED 61.**

GE 90 Independent Study in Geography
Provides exceptional students the opportunity of research with faculty guidance in a subject or problems of geographic significance. **Prerequisite: 12 hrs. of geography and permission of Instructor.** Hours and credit by arrangement.

Physical, Earth, and Environmental Courses

GE 13 Earth, Sea and Air 3 - 4
Selected topics from the earth sciences. (This course is identical with SC 13 and may be counted as a laboratory science course.)

GE 21 Geology 3 - 4
An introductory survey of the basic elements of physical and historical geology. Laboratory required. Open to all students.

GE 30 Economic Geography 3 - 3
An analysis of basic geographic factors involved in the economic activities of man. **Prerequisite: GE 10.**

GE 31 Political Geography 3 - 3
Dependent and independent political units, boundary disputes, strategic areas, buffer zones and the function of international organizations.

GE 34 Systematic Concepts of Developing Nations 3 - 3

Investigation and analysis of the increasing relevance of the world's area commonly referred to as "developing." A systematic approach is used in order to attain an understanding of the physical and anthropogeographical makeup of the area under investigation. **Prerequisite: GE 30**

Economic Geography.

GE 40 Elements of Weather 3 - 3

Fundamental principles of weather systems. Emphasis will be on mid-latitude and tropical cyclones, convective phenomena and weather modification.

GE 41 Climatology 3 - 3

Regional differentiation of the climatic zones of the major land and ocean areas of the world. Special attention will be given to urban climatology and the energy and moisture climatology of the earth. **Prerequisite: GE 40 Elements of Weather or permission of the Instructor.**

GE 42 Geomorphology 3 - 3

A comprehensive study of land forms and their origins. **Prerequisite: GE 21 Geology or permission of the Instructor.**

GE 43 Oceanography 3 - 3

A study of the physical and chemical properties of sea water, atmospheric interaction with the sea surface, currents and volume flow, the energy budget of the oceans, and the submarine geology of the ocean basins including a thorough discussion of ocean floor spreading.

Prerequisites: 6 hrs. in geography, earth science, or the natural sciences.

GE 44 Urban Geography 3 - 3

Analysis of the external relationships and internal structure of cities, with emphasis on the spatial attributes of contemporary urban qualities and problems in America. Classroom activities are supplemented by applied studies in the greater Fitchburg-Leominster area. **Prerequisite: 3 hrs. of geography or permission of the Instructor.**

GE 45 Map and Aerial Photograph Interpretation 3 - 3

Techniques in the use of maps and aerial photos as applied to environmental perception and spatial analysis.

GE 46 Selected Topics in Environmental Geoscience 3 - 3

Basic principles of geology and geomorphology will be applied to the study of environmental problems caused by such natural phenomena as earthquakes, landslides, flooding, groundwater contamination, pollution, pollution caused by the mining and use of fossil fuels, etc. Data from actual events will be studied and utilized when considering the special problems these natural events cause to man.

Prerequisites: GE 21 or GE 42 or the equivalent.

GE 47 Geographic Perspectives on Conservation 3 - 3

An analysis of natural resources problems arising from changes in technology, population pressure, and concern with the quality of environment. **Prerequisite: GE 10.**

GE 48 Cartography 3 - 3

Techniques of presenting data via mapping and field survey. **Prerequisite: 6 hrs. of geography or permission of the Instructor.**

U. S. and Foreign Area Studies

Regional and systematic analysis based upon geographic elements influencing domestic evolution and international relations. **Prerequisite: GE 10.**

GE 32 U.S. and Canada 3 - 3

GE 33 Latin America 3 - 3

GE 35 Europe 3 - 3

GE 36 Asia 3 - 3

GE 38 Africa 3 - 3

GE 39 Oceania 3 - 3

GERMAN

ASSOCIATE PROFESSORS: John Burke, Jeanne Hambright

GR 10 German for Beginners I 3 - 4

Correct pronunciation, reading ability, and fundamentals of grammar and syntax. German gradually becomes the working classroom and laboratory language.

GR 11 German for Beginners II 3 - 4

A continuation of German 10.

GR 20 Intermediate German I 3 - 4

Conversation and laboratory practice; readings stress the life, customs, and culture of Germany. **Prerequisite: Two years of high school German or GR 10 and GR 11.**

GR 21 Intermediate German II 3 - 4

Continuation of GR 20.

GR 30 German Civilization I 3 - 3

History, geography, literature, fine arts from Holy Roman Empire through today. Given in German. **Prerequisite: GR 21 and/or permission of Instructor.**

GR 31 German Civilization II 3 - 3

Continuation of GR 30.

GR 33 German Literature through Goethe 3 - 3

Representative works of literature up to and including Goethe. Conducted in German. **Prerequisite: Completion of GR 21 and/or Instructor's permission.**

GR 34 German Literature since Goethe 3 - 3

Continuation of GR 33.

GR 35 German Conversation and Composition 3 - 3

Prerequisites: Minimum of 12 semester hours, 2.0 grade-average in German and permission of Instructor or Department Chairman.

GR 36 Modern German Literature in Translation 3 - 3

An introduction to the varied creativity of German writers of fiction, drama, and poetry of the 20th century. The German film contribution of the 1920's with feature-length films will be included. Readings will be in translation and the course will be conducted in English.

GR 37 Modern German Culture: "The Road to Hitler" 3 - 3

Given in English. An examination of the cultural factors in music, art, literature and film which illuminate the events leading to National Socialism. Readings will focus on translated materials especially in literature which help to explain why the Germans embraced Adolph Hitler. Includes a significant audio-visual component.

GR 90 Independent Study in German 3 credit hours

Open to students in the language with the permission of the supervising instructor and the Department Chairman. Meeting times and credit by arrangement.

HISTORY

PROFESSORS: Muriel McAvoy, George Merriam, Donald Norton
ASSOCIATE PROFESSORS: Lawrence Arnold, Pasquale Micciche, Edmund Thomas
ASSISTANT PROFESSORS: Norman Carson, John Clark, Alan Goldman, Douglas Hebb

The Bachelor of Science and Bachelor of Arts in History must include HI 10, 12, 21, 22, 80; one course from HI 16, 17, 56, 57, 63 or 64; one elective from European History; one elective from U. S. History; and an additional 6 semester hours of History electives. The Bachelor of Arts requires foreign language proficiency at the second year college level. Candidates for the Bachelor of Arts may choose their minor from either the Humanities or the Social Sciences. Candidates for the Bachelor of Science may choose their minor from either the Social or Behavioral Sciences. Fifteen semester hours of courses are required for a minor. A Bachelor of Arts in History with a concentration in European Studies must include HI 10, 12, 21, 22 and 12 semester hours of History electives of which at least 9 semester hours are in European History and 15 semester hours of related courses of which at least 3 semester hours each in the areas of Geography, Art, Philosophy and Literature. The latter courses must be chosen from the list of courses applicable to the European Studies concentration. This degree must also include proficiency in a modern European language at the third year college level.

A Bachelor of Science in Education, Secondary, in History must include PY 10, 23 and 75; HI 10, 12, 21, 22, 80, 88; one course from HI 16, 17, 56, 57, 63, 64; one elective from European History; one elective from U. S. History; and an additional 9 semester hours of History or courses related to History. The latter includes government, political science, economics, history or literature. The major must also include ED 61, 87, and IM 24.

Introductory Courses

Courses numbered 10-29 are primarily for freshmen and sophomores. History 10 and 12 (Modern European History I and II) are prerequisites for all elective courses in European History. History 21 and 22 (United States History I and II) are prerequisites for all courses in United States History. History 20 may be substituted for History 12 as a prerequisite to further courses in European History.

HI 10 Modern European History I 3 - 3

The evolution of modern European ideas and institutions from the Renaissance to the Napoleonic era. Political events, selected biographies, topics in cultural history, and economic and social changes.

HI 12 Modern European History II 3 - 3

Major characteristics and institutions of medieval civilization. Within a chronological framework of political events, attention is given to topics in art, literature, philosophy, and religion.

HI 13 Medieval Europe 3 - 3

Political developments, ideologies such as socialism and nationalism, the impact of science and technology, and the changing relationship of Europe to Africa and Asia. Not open to those who have credit for HI 20.

HI 14, 15 British History 3 - 3 each semester

The first semester covers the development of English government and culture from the earliest times to the reign of Queen Elizabeth I. The second semester covers from 1603 to the present with emphasis on parliamentary government, the industrial and agricultural revolutions, the evolution of the British Empire and Commonwealth, and the position of Britain today.

HI 16, 17 An Introduction to the Far East 3 - 3 each semester

East Asian civilization as seen through the political systems, art, thought, and literature. The second semester will emphasize the balance of modernization and traditional values in China and Japan.

HI 18 History of Mexico, Central America and the Caribbean 3 - 3

Both HI 18 and 19 survey pre-Columbian and colonial backgrounds, the clash and fusion of cultures, and the evolution of today's Latin American civilizations as they relate to specific geographical areas.

HI 19 History of South America 3 - 3

See HI 18.

HI 20 Introduction to Family History 3 - 3

An introduction to the study of change in the structure and function of the family, especially under the impact of industrialization and urbanization. Emphasis in readings upon the psychological, sociological, and historical evolution of the family as an institution. Interested students may write their own family histories in conjunction with the Anonymous Families History Project of the American Historical Association.

HI 21, 22 United States History I and II 3 - 3 each semester

A survey of United States History beginning with colonial times and continuing through the era of Reconstruction following the Civil War the first semester. The second semester covers from Reconstruction to the present.

HI 23 American Women, 1870 - 1970 3 - 3

Women in modern America, the struggle against discrimination and for the ballot, the history of various women's groups, including working class, black, and immigrant women. Not merely the study of exceptional women but women as housewives, breadwinners, and citizens.

HI 24 America Goes to War 3 - 3

A review of America's participation in wars from 1898 to the present, public reaction to war, the impact of wars on American society and institutions, and how the military-industrial complex developed after 1945.

Electives

HI 30 American Colonial History 3 - 3

Exploration, settlement patterns, imperial system, social structure, rise of representative government in America, and the 18th-century wars for empires.

HI 31 U. S. Westward Movement 3 - 3

The movement as a social process and the impact of the West on American development.

HI 32 The American Civil War and Reconstruction 1850 - 1865 3 - 3

Politics, slavery, and Lincoln's rise to power; political, military and diplomatic aspects of the war; failure of reconstruction.

HI 33 The United States in the Twentieth Century 3 - 3

Events, personalities, and problems of the period from 1900 to the coming of the New Deal.

HI 34 The United States in the Twentieth Century II 3 - 3

A continuation of HI 33 from the New Deal to the present.

HI 35 History of the Money Machine in the West, 1400 - Present 3 - 3

The course gives particular attention to the American experience, 1607 - 1970. The intent is a study in depth of the evolution of money and banking in the modern West towards the service of community interest. In this respect the atypicality of the American development is of much interest.

HI 36 United States and Industrial History I 3 - 3

The industrialization and urbanization of the United States from colonial times to 1870.

HI 37 United States and Industrial History II 3 - 3

A continuation of HI 36 from 1870 to the present.

HI 38 History of the South 3 - 3

Slavery, the Confederacy, Reconstruction. Development of the Solid South, the Negro, and Civil Rights from a Southern view.

HI 39 Federalist Era 1789 - 1828 3 - 3

Early American nationalism with stress on the first American party system; economic nationalism, and foreign policy declarations. Prerequisite: HI 21.

HI 40 Modern German History 3 - 3

Germany since ca. 1500 with emphasis on the last two centuries and Germany's role in international politics.

HI 41 The Frontier in American History 3 - 3

The Frontier studied as a historical, social, economic, and psychological process to determine its impact on American development.

HI 42 The Economic History of the United States 3 - 3

Agricultural, financial, commercial, and technological development of the United States from colonial times to the present.

HI 43 U.S. Foreign Relations: The First Hundred Years 3 - 3

Diplomacy of the Revolution, foreign relations of the new nation, the Monroe Doctrine and problems of boundaries and expansion, the Civil War and after to about 1890.

HI 44 The U.S. In World Affairs: 1898 to the Present 3 - 3

The age of imperialism, World War I, the era of "isolation," origins of World War II, American involvement and wartime diplomacy, breakdown of East-West relations, the Cold War, the Korean and Viet Nam conflicts.

HI 45 American Social and Intellectual History I 3 - 3

The history of ideas in America from the 17th century.

HI 46 American Social and Intellectual History II 3 - 3

A continuation of HI 45.

HI 47 Film as History 3 - 4

An analysis of the issues raised in the use of film as historical evidence. Journalistic and historical accounts of events are compared and contrasted with film treatments, particularly feature films and documentaries.

HI 48 Black America 3 - 3

An investigation of the cultural heritage and historical development of the black man in the United States from his West African origins to the present. Emphasis on understanding of prejudice and race relations.

HI 49 The Republican Era, 1877 - 1912 3 - 3

Major movements of the late nineteenth and early twentieth centuries in United States History including Grangerism, Populism, urbanization, trade unionism, socialism, and progressivism.

HI 50 The American Revolution 3 - 3

The coming of the Revolution, war tactics and strategy, problems of the Confederation period and the American Constitution.

HI 52 The Age of Revolution 3 - 3

Major developments in European life and thought in the age of the French, American, and Industrial Revolutions, 1760 - 1848. The meaning and applicability of the term "revolution" will be examined, and there will be a series of case studies of topics such as art and politics, romanticism, and the religious revival in England. Extensive use is made of audio-visual materials.

HI 54 Twentieth-Century Europe 3 - 3

From the first World War to the present. Cultural, scientific, and social developments as well as domestic and international politics.

HI 56 Imperial Russia 3 - 3

Founding of the Kievan State; the Mongol, Muscovite, and Imperial Periods to the Revolution of 1905.

HI 57 The Soviet Union 3 - 3

The Bolschevik seizure of power; attempts to implement Marxist theory; institutional development of the state, family education, and religion.

HI 58 Oral History 3 - 3

An introduction to the collection of oral historical experience. Students work on tape-recording such experiences as the depression, immigration, etc. Each student learns the use of the tape recorder, interviewing, and the techniques of indexing and cataloguing.

HI 60 Imperialism and World Politics 3 - 3

Relations between Europe and Asia, Africa and Latin America during the periods of expansion, Western dominance, and nationalist uprisings against colonialism.

HI 61 Irish History, 1798 - 1850 3 - 3

The Rebellion of 1798 and the Act of Union; O'Connell and Catholic emancipation; the rise of Irish nationalism, the great famine of 1845-50.

HI 62 Irish History, 1850 to the present 3 - 3

The Home Rule movement; Parnell and the land league; the Celtic revival; the rebellion of 1916 and the civil war; the Republic of Ireland and Ulster in the twentieth century.

HI 63 History and Culture of Puerto Rico 3 - 3

Political social, economic, and cultural development of Puerto Rico from its beginnings to the present. The blending of Indian, African, Spanish, and Anglo-American traditions into a uniquely Puerto Rican culture.

HI 64 Africa 3 - 3

Sub-Saharan Africa from the earliest man to the 1960's. The development of trading empires and African cultures. The impact of Europe's "scramble for Africa." The struggle for independence and the launching of new nations.

HI 65 Contemporary Latin America 3 - 3

Latin America since World War II. A study of economic, cultural and political trends, with special reference to United States policy toward Castro's Cuba and Allende's Chile. The course will contrast agrarian reform in the Brazilian Northeast, in Bolivia and in Mexico, as well as economic development in Venezuela, Peru and Guyana.

HI 66 Tudor England 1485 - 1603 3 - 3

Political, social and religious developments from Henry VII to Elizabeth I. The Reformation, the rise of Puritanism, foreign affairs, constitutional developments.

HI 67 Stuart England 1603 - 1689 3 - 3

Political, social, religious and constitutional developments from James I to William and Mary. Opposition to the early Stuarts,

the civil war, the restoration and revolutionary settlements. Events of Irish and Scottish as well as English history.

HI 80 The Historical Method 3 - 3

An introduction to the historical method with stress on bibliographical aids, historical fallacies, and the theories of history as they have developed. Primarily for history majors.

HI 88 Special Methods in Teaching of History 3 - 3

Special techniques for the teaching of history and their relationship to the principles of general methods. Prerequisite: IM 24. Offered each year in the fall semester.

HI 90 Independent Study in History

Open to students majoring or specializing in history with the permission of the supervising instructor and the department. Meetings times and credit by arrangement.

HUMANITIES DEPARTMENT

CHAIRMAN: Reginald O'Neill

The Humanities Department offers courses in art, foreign languages, music and philosophy. These courses may be found under Art, French, German, Music, Philosophy, Russian, Spanish.

HUMAN SERVICES

COORDINATOR AND PROFESSOR:
Donald Isaac
ASSISTANT PROFESSOR:
David Maloney

The degree of Bachelor of Science in Human Services must include 21 semester hours in Human Services Core courses, which include HS 10, 80, 81, 75; PY 35; twelve semester hours in Human Services Sub-Areas; and 12 semester hours in the related areas of economics, political science, special education, health, recreation, etc., based upon career interests. These are to be worked out and approved by the Human Services faculty. Human Services sub-areas include Corrections, Mental Health, Community Development, Social Work, Welfare, Poverty, School Psychology, Speech and Communication Disorders, Rehabilitation Counseling, Industrial Psychology and Law Enforcement.

This program is designed to provide both conceptual (class work) and experimental (field work) preparation for entry level positions in the Human Services (Social Work, Counseling, Corrections, Probation, School Psychology, etc.) All students share a common core of courses (Intro. to Human Services, Abnormal Psychology, and Field Work in the Behavioral Sciences). Students take additional courses in other departments in accordance with their career goals. This allows for maximum individual choice while still providing a basic background to enable students to go into many graduate programs and/or a variety of job possibilities. Students must work closely with their advisor. It is strongly recommended that students work as volunteers or as employees in community agencies to gain extra experience as well as letters of recommendation for inclusion in their placement folders.

***HS 10 Introduction to Human Services 3 - 3**

Principal goals for the course are to introduce the student to the scope and nature of human service agencies, their intervention models, and their professional staff. Particular focus will be made on the underlying philosophies, issues, and dynamics in social agency functions. Guest lectures from agency representatives, class simulations, agency critiques, and a required volunteer experience represent the priority activities in the course.

*This course is prerequisite to all Human Services courses.

HS 15 Community Resources 3 - 3

This course will acquaint students with the variety of public (federal, state, and local) and private voluntary non-profit agencies which provide services. Students will learn what services are provided, how to obtain services, how to make referral to these agencies and how the agencies are operated (including staffing, funding and administrative aspects of the agencies). Students will also be able to make more appropriate Field Work plans by knowing of the agencies in advance of Field Work. Prerequisite: HS 10.

HS 20 Delivery of Human Services 3 - 3

This course will deal with social agencies, how they establish their goals, priorities, programs; how they are governed, staffed and financed; and how each of these relate to the needs of the people in the area served. Prerequisite: HS 10.

HS 30 Introduction to Rehabilitation Counseling 3 - 3

An overview of the vocational rehabilitation process in the U.S., including its history and governing federal legislation. Emphasis on the medical, psychological, sociocultural, and vocational factors in rehabilitation of handicapped individuals. This course will focus on the role of the Rehabilitation Counselor as a professional in the rehabilitation process. **Prerequisite: HS 10.**

HS 40 Crisis Intervention 3 - 3

This course focuses on the concepts and techniques of Crisis Intervention. Many individuals are faced with such crisis situations as job loss, unwanted pregnancy, divorce, operations, death and dying. Specialized short-term techniques have been developed to help people in these situations. Students will also be required to spend approximately 4 additional hours per week in a crisis center for supervised experiences. The Crisis Center may ask students for a commitment beyond the semester. **Prerequisites: HS 10, PY 35.**

HS 50 Introduction to Social Work 3 - 3

Social Work is one of the central professions in the Human Services. This course will deal with the history, concepts, basic issues and techniques of social work including casework, group work and community organization activities. Advanced study and career opportunities will also be explored. **Prerequisites: HS 10, SO 10.**

HS 51 Social Casework 3 - 3

This course will explore casework concepts and techniques as utilized in a variety of settings, e.g. family agencies, mental health settings, hospitals, courts. The focus will be on the casework process with individuals, couples and families. **Prerequisites: HS 10, HS 50, PY 35.**

HS 52 Social Group Work 3 - 3

This course will focus on social group work as a method in social work; the relationship of social group work to other social work methods and to group therapies. These techniques are used in clinical settings, recreational settings and community organizations. **Prerequisites: HS 10, HS 50.**

HS 53 Community Organizations 3 - 3

This course will focus on methods used in organizing citizen action groups to bring about change. Principles, methods and techniques of organizing, goal formulation, group maintenance, community planning and strategies will be studied. **Prerequisites: HS 10, HS 50.**

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Skill in interviewing is essential to the development of professional competence in the helping professions. This course is designed to help the student learn about the problems and processes of interviewing while developing basic skills needed to become an effective interviewer. The course will include assigned readings, class discussions, taped interviews, demonstrations, practice sessions in class plus practicum interviewing experiences in an agency during the semester. **Prerequisites: HS 10 - Introduction to Human Services, PY 35 - Abnormal Psychology, and Permission of Instructor.** HS 75 is required before taking HS 76 Methods of Case Recording and HS 80/81 Field Work.

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This course attempts to expose students to the technical and practical skills involved in the process of preparing, recording, presenting, and analyzing individual case reports. Case report applications, as they relate to schools, clinics, social service agencies, the courts, and other human service agencies will be integrated during the course. A supervised practicum in an approved agency setting (3 hrs/wk minimum) is required. **Prerequisites: HS 10, PY 35, HS 75, and permission of the Instructor.** Students must preregister in the semester prior to the course.

HS 80, 81 Field Work in Human Services 6 - 16, 12 - 30

The purpose of this course is to enable the student to obtain supervised experience working in a Human Services Facility (mental health clinic, hospital, family agency, social agency, welfare, nursing home, probation office, crisis center, recreation center, school counseling office, etc.). These experiences will enable students to apply what they have learned in class, to understand the workings of agencies, and to explore career possibilities in the helping services. Students will work in an agency under the supervision of an agency staff member. In addition to the field experience, there are class meetings to share field experiences. There are two types of placements:

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A continuation of HI 33 from the New Deal to the present.

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The course gives particular attention to the American experience, 1607 - 1970. The intent is a study in depth of the evolution of money and banking in the modern West towards the service of community interest. In this respect the atypicality of the American development is of much interest.

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COORDINATOR AND PROFESSOR:
Donald Isaac
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This course will acquaint students with the variety of public (federal, state, and local) and private voluntary non-profit agencies which provide services. Students will learn what services are provided, how to obtain services, how to make referral to these agencies and how the agencies are operated (including staffing, funding and administrative aspects of the agencies). Students will also be able to make more appropriate Field Work plans by knowing of the agencies in advance of Field Work. **Prerequisite: HS 10.**

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An overview of the vocational rehabilitation process in the U.S., including its history and governing federal legislation. Emphasis on the medical, psychological, sociocultural, and vocational factors in rehabilitation of handicapped individuals. This course will focus on the role of the Rehabilitation Counselor as a professional in the rehabilitation process.
Prerequisite: HS 10.

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HS 80, 81 Field Work in Human Services 6 - 16, 12 - 30

The purpose of this course is to enable the student to obtain supervised experience working in a Human Services Facility (mental health clinic, hospital, family agency, social agency, welfare, nursing home, probation office, crisis center, recreation center, school counseling office, etc.). These experiences will enable students to apply what they have learned in class, to understand the workings of agencies, and to explore career possibilities in the helping services. Students will work in an agency under the supervision of an agency staff member. In addition to the field experience, there are class meetings to share field experiences. There are two types of placements:

HS 80: students will work in an agency two days a week throughout the school year, beginning in September. 6 credits each semester.

HS 81: a block placement of 30 hours per week for one semester, either Fall or Spring. 12 credits, one semester.

Students must have completed their prerequisites at least 1 semester before taking Field Work and must pre-register with the instructor in the beginning of the semester prior to the semester before they plan to enter an agency, i.e., students planning a Fall placement must have completed their prerequisites by the end of the previous Fall semester and pre-register with the instructor early in the previous Spring. Students must have had previous volunteer experience prior to enrolling in Field Work. **Prerequisites: HS 10, PY 35, HS 75, HS 76, prior volunteer experience and permission of Instructor.**

INDUSTRIAL TECHNOLOGY

CHAIRMAN: Edward Donnelly
PROFESSORS: Edward Donnelly, Edward Driscoll, Everett Israel, George James
ASSOCIATE PROFESSORS: Howard Besnia, Joseph Carpenter, Harold Enzian, Walter Harrod, Rene Thomas
ASSISTANT PROFESSORS: Stanley Bucholc, Joseph Farias, Erling Hanson, Robert Kokernak, Edward Martens, Frederick Miller, Jack Wescott
INSTRUCTORS: Robert Allen, James Andrews, Duane Thomforde

Industrial Technology

The Industrial Technology Program includes a common core of experiences as well as preparation of Industrial Arts teachers (Industrial Arts major) and industrial technologists (Industrial Science major). Students are required to elect majors at the end of the Freshman year.

The common core consists of IT 7001, IT 1101, IT 1201, IT 1301, IT 1401, and IT 2011. Two courses, the "Evolution of Industrial Technology" and "Man/Technology/Society" make students aware of the role of technology in our society and culture. The other four courses introduce students to the major technical endeavors of mankind in the areas of Materials, Transformation, Energy and Communications.

Industrial Arts Major

Students are required to complete 67 credit hours in their major which includes 12 credit hours in their common core. A total of 127 credit hours are required for a Bachelor of Science degree in Education.

During the Freshman year, students are required to take a technical mathematics course. At the beginning of the Sophomore year, Industrial Arts majors are required to select two areas of technical specialization: Materials and Transformation, Materials and Energy, Materials and Communications, Transformation and Energy, Transformation and Communications, or Energy and Communications. In each of the two areas of specialization, students are required to take three courses. Three hours of applied chemistry and physics are also required.

During the Junior year, students determine their goals related to one area of specialization. To achieve these goals, they work with faculty advisors in selecting modular and semester courses. The students are required to take at least fifteen credit hours to achieve their goals.

Students enroll in the professional sequence (IA 8601, IA 8611, IA 8621, IA 8631) at the beginning of the second semester of the Junior year or the first semester of the Senior year depending upon recommendations of the faculty. To enroll, students must have a 2.5 cumulative index in their major and have successfully completed the First Aid course on campus or an equivalent. Also students must have taken PY 10 and PY 23. PL 30 is required for graduation.

Industrial Science Major

Students are required to complete 66 credit hours in their major which includes 12 credit hours in the common core. A total of 126 credit hours are required for the Bachelor of Science degree in Industrial Science.

Prior to the Sophomore year, Industrial Science students should either take IS 2611 or demonstrate a proficiency in Algebra, Trigonometry, vectors and some analytic geometry. In the Sophomore year students take IS 2621, IS 3211, IT 3421, IS 3511, and IS 5411. In addition students take 8 credit hours of physics and three credit hours of computer programming. During the Junior year students take IS 3521, IS 3531, IS 5111, IS 5511 and six credit hours of technical electives. Also four credit hours of chemistry are taken. During the Senior year students take IS 8011, IS 8021, and six credit hours of technical electives. Stu-

dents may elect to work in industry as technologists and receive 15 credit hours. This exempts students from IS 8011, IS 8021, and three semester hours of technical electives. PY 10, PY 60, and an economics course approved by the major advisor are also required for graduation.

COMMON CORE

IT 7001 Evolution of Industrial Technology 3 - 3

Study of the history of industrial technology, and the qualifications, duties, and responsibilities of related careers.

IT 1101 Industrial Materials 3 - 6

An overview of selected materials and their properties including laboratory experiences designed to give students an understanding of research with materials.

IT 1201 Transformation 3 - 6

Introduction to the various aspects (design, industrial process, fabrication) of transformation.

IT 1301 Energy 3 - 6

An overview of energy technology dealing with its technical aspects and social-cultural impacts.

IT 1401 Communications 3 - 6

Introductory experiences in communications through the design and production of mass-media messages, with emphasis on the technology of communications.

IT 2011 Man/Technology/Society 3 - 3

Study of universal characteristics of technology, including effects of technology on society and culture. Topics of interest are researched.

INDUSTRIAL ARTS

Required courses for each thematic area selected for specialization.

MATERIALS

IA 2111 Service Requirements of Materials 3 - 6

A study of the problems concerning the environmental effects on the properties and behavior of materials and the procedures which can be employed to minimize those environmental influences. **Prerequisite: IT 1101.**

IA 2121 Foundamentals of Materials 3 - 6

A study of how the properties of materials are determined by their molecular bonding and atomic structure or changed by heat treatment and machining. Equilibrium and phase diagrams will be studied. Atomic lattice patterns and their influence in the determination of properties are an integral part of this course. **Prerequisite: IT 1101.**

IA 2131 Development of Industrial Materials (Required) 3 - 6

A study of procedures for converting raw materials into semi-finished products with consideration of properties developed as results of processing. **Prerequisite: IT 1101.**

TRANSFORMATION

IA 2211 Designing and Planning Transformation Conversions 3 - 6

Elements of product design are experienced through problem solving. Drafting, human engineering and product analysis are incorporated in design and construction of prototypes. **Prerequisite: IT 1201.**

IA 2221 Wood Fabrication Systems, Procedures and Techniques 3 - 6

Furniture is designed, constructed and finished. Advanced fabrication concepts and techniques are studied. Further instruction on production systems is given. **Prerequisite: IT 1201.**

IA 2231 Metal Fabrication Systems, Procedures and Techniques 3 - 6

Study of mass-production theory, systems, and procedures in metal. **Prerequisite: IT 1201.**

ENERGY

IA 2311 Mechanical Energy Systems 3 - 6

An introduction to conversions of chemical energy to mechanical motion in internal-combustion engines. Emphasis is on multi-cylinder, spark-ignition engines. **Prerequisite: IT 1301.**

IA 2321 Electrical Energy Systems 3 - 6

This course deals with systems and components employed in generation, transmission and conversion of electrical energy. **Prerequisite: IT 1310.**

IT 2331 or IT 7331 Pneumatic and Hydraulic Energy Systems 3 - 6

Flow phenomena of compressible and incompressible fluids are studied, including fluid statics and dynamics, boundary layers, conduit fluid flow, dynamic drag and lift. **Prerequisites: IT 1301 and IS 2611 or Technical Mathematics course.**

COMMUNICATIONS

IA 2411 Communication Message Layout and Design 3 - 6

Experiences in formulation of messages relating to education, industry and business with emphasis on technical drawing and layout; also consideration of effects on mass audiences. **Prerequisite: IT 1401.**

IA 2421 Communication Message Conversion and Production 3 - 6

Production and evaluation of messages utilizing graphic arts and photography. **Prerequisite: IT 1401 or permission of Instructor.**

IA 2431 Electronic Communications System 3 - 6

Electrical fundamentals and applications in methods of communication involving thermal, electromagnetic, photoelectric and solid state devices. **Prerequisite: IT 1401.**

ELECTIVES

Listed below are some of the electives. The electives are in the process of being finalized.

Some of the electives consist of modular courses. These courses are open to any student in the College as long as prerequisites are not required and there are openings. Students enrolled in Industrial Technology have first choice. All modular courses are five weeks long unless otherwise specified and are numbered IA 4000 - 4999 and IA 7000 - 7999. They are offered during the same time block. Hence a student can select three modular courses during the same time period in one semester.

MATERIALS

IA 3111 Composite Materials 3 - 6

An investigation of materials which contain two or more components, which combine to produce improved characteristics. Fiberglass-reinforced plastics, reinforced concrete, steel-belted tires and materials of similar nature are studied.

IA 3121 Recycling of Materials 3 - 6

A study of the processes utilized in rendering waste products, used materials and scrap into re-usable materials. Industrial visits will be taken to observe different recycling processes. Tests to determine equality of recycled items, in comparison with original materials, are included.

IA 3131 Wood Technology 3 - 6

A course in which students investigate defects which occur in wood and how these affect the grading of lumber. The process of drying lumber, its effects on the material, and methods of controlling the process to minimize ill effects are stressed. The processing of various wood products is included.

IA 3141 Plastics Technology 3 - 6

An investigation of the rapidly expanding area of plastics, how they are produced, their merits and limitations. Tests are conducted to confirm reference data and to promote a better understanding of various plastics and products made from them. **Prerequisite: Some background in Chemistry essential.**

IA 3151 Corrosion and Corrosion Prevention 3 - 6

A course designed to investigate one of man's most costly problems, its causes, and methods used to minimize the damage and expense due to corrosion.

IA 3161 Biomaterials 3 - 6

An investigation of materials derived from living organisms. Typical examples are wood, leather, paper, glue, and fibers. Laboratory research is conducted to investigate selected properties and methods to extend their usefulness. **Prerequisites: IT 1101, IA 2131 or permission of Instructor.**

IA 4111 Adhesives and Anaerobics 1 - 6

A course designed to study, use and evaluate adhesives and anaerobics commonly used in the assembly of parts and to determine their value under varying environmental conditions. Students may specialize in the study of adhesives related to a specific material (wood, metal, plastic).

IA 4121 Organic and Inorganic Finishes 1 - 6

The study of finishes commonly applied to wood, metal, and plastics. Included are paints, stains, varnishes, lacquers,

electroplating, chemical coatings, chemical conversions finishes and dipping compounds. Students may specialize in the study of finishes related to a specific material (wood, metal, plastic).

IA 4131 Natural and Synthetic Fibers 1 - 6

The students will study textiles, the various fibers utilized, and the specific properties of each type of fiber. Both natural and synthetic fibers will be included.

IA 4141 Paper and Paper Products 1 - 6

This course concerns itself with various papers, the materials used in their manufacture, and the resulting properties achieved. Tests are conducted to determine the merits of different papers under specific conditions. Products derived from paper, including recycled material, are included in this study.

IA 4151 Water and Waste Water 1 - 6

The natural process of water purification and its limitations will be studied. Investigation is conducted to determine if pollution exists and what preventive or corrective measures can be taken to alleviate the problem. Visits to area and industrial installations will be included.

IA 4161 Fuels and Lubricants 1 - 6

A course designed to analyze petroleum products from its unrefined state through the refining process for consumer use. The properties of the material, including the additives used to modify or control these properties, are investigated.

IA 4171 Ceramic Materials and Glasses 1 - 6

A course designed for the study, testing and evaluation of clays, glasses, cements and aggregates, either natural or synthetic, which constitute the basis of ceramic industries. This includes tests for abrasion resistance, reflectivity, adhesion, cohesion, staining, weatherability shock resistance, and others which may be pertinent.

IA 6111 Experimental Stress Analysis 3 - 6

The analysis of stresses in a product or a structure which result from design, applied strains, assembly of component parts, environmental changes or other factors. Photoelastic analysis will be used. Direction and concentration of stress will be determined by using strain gages.

IA 6121 Heat Treatment of Metals 3 - 6

This course covers the study of ferrous and non-ferrous metals commonly subjected to heat treatment to modify their physical properties. Hardening, tempering, annealing, and surface treatments are studied.

IA 6131 Product Analysis and Evaluation 3 - 6

A course designed to test and evaluate the ability of a product to provide its intended service or function. Destructive and nondestructive tests are employed. **Prerequisite: IT 1101.**

IA 6151 Physical Metallurgy 3 - 6

A study of metals, their properties and how they can be modified. Equilibrium and phase diagrams are introduced as needed. A variety of laboratory experiences are provided. **Prerequisites: Chemistry, IA 2131.**

IT 7121 Metallography 3 - 6

Principles of metallography are studied and applied in the laboratory, including photomicrography. Structures, alloy compositions, and inclusions are investigated. **Prerequisite: IA 2131.**

IT 7131 Research in Materials 3 - 6

The students are required to select a material and conduct an in-depth study. Class reports are required. Individual initiative and efficient use of time are stressed. **Prerequisites: IT 1101, IA 2111, or permission of Instructor.**

IA 9111 Directed Study in Materials 3 - 6

Student performs independent research and development under guidance of a faculty member. Investigation to be individually arranged with faculty member and approved by Department Chairman and appropriate Dean. **Prerequisites: (a) any course considered by faculty member necessary for successful completion of the study; (b) a plan of study and activities approved by faculty member.**

TRANSFORMATION

(See IA 3111, IA 3131, IA 3141, IA 3161, IA 6121, and IA 6161 in the materials area for possible electives related to transformation.)

IA 3211 Design of Transformation Products 3 - 6

The physical and mental process for developing a three-dimensional object that is perceived as being pleasing to others is stressed. **Prerequisite: IA 2211.**

IT 3221 or IT 3421 Engineering Drawing 3 - 6

The course includes orthographic projection, intersections, development, revolutions, axonometrics, assembly detail, and pictorial drawing. **Prerequisites: IA 2211 or IA 2411.**

IA 3231 or IA 3431 Product Illustration and Communication 3 - 6

The preparation of product illustrations and renderings for individual presentation, technical literature, or newspaper and magazine advertisement. Isometric and perspective systems are used with various shading techniques such as inking, airbrush, and commercially-prepared media. **Prerequisites: IA 2211, IA 3221, IA 3421, or permission of Instructor.**

IA 3241 Production Furniture Fabrication 3 - 6

Emphasis on the production of a piece of furniture employing the use of jigs, fixtures and other suitable mass production procedures. Appropriate methods of production management are employed. **Prerequisites: IT 1201, IA 2221.**

IA 3251 Machine Processes 3 - 6

The design and fabrication of metal products utilizing machine tools, metalworking processes and welding. **Prerequisites: IT 1201, IA 2231.**

IA 3261 Jig and Fixture Design and Construction 3 - 6

Instruction in the principles of jig and fixture design are covered. The students construct simple jigs and fixtures for various applications. **Prerequisites: IT 1201, IA 2231.**

(See IA 4111, IA 4121, IA 4131, and IA 4171 in the materials area for possible electives related to transformation.)

IA 4211 Modeling Techniques 1 - 6

Three-dimensional scale model development and construction for presentation of design products, processes or systems. Emphasis is on the uses of models, construction techniques and appropriate material representation. **Prerequisite: IA 2211.**

IA 4221 Wood Identification. 1 - 6

The identification of common hardwoods and softwoods is studied. Cell structures of ring porous, semi-ring porous, diffuse porous and non-porous woods are compared. **Prerequisites: IT 1201, IA 2221.**

IA 4231 Wood Turning 1 - 6

Instruction and laboratory experiences are designed to provide the student with basic knowledge and techniques of face plate and spindle turning. Advanced industrial methods are also studied. **Prerequisites: IT 1201, IA 2221.**

IA 4241 Patternmaking 1 - 6

Experiences are provided in the principle practices of fabricating wood patterns and core boxes for the casting of tools and machines. **Prerequisites: IT 1201, IA 2221.**

IA 4251 Oxyacetylene Welding 1 - 6

Instruction and laboratory experiences are designed to provide students with the basic knowledge and techniques of welding, cutting, and braxing using oxyacetylene welding equipment.

IA 4261 Inert-Gas Arc Welding 1 - 6

Instruction and laboratory experiences are provided to give students the basic knowledge and welding techniques of inert-gas arc.

IA 4271 Arc Welding 1 - 6

Instruction and laboratory experiences are designed to provide students with the basic knowledge and techniques of AC and DC welding and cutting.

IA 4281 Non-Ferrous Casting Techniques 1 - 6

Students acquire basic knowledge and application of casting techniques used in the non-ferrous casting industry. Field trips to casting industries are included in the course.

IA 4291 Lathe Mass Production Techniques 1 - 6

Instruction and laboratory experiences are designed to provide students with basic knowledge and techniques pertaining to the tooling and operation of turret and tracer lathes. **Prerequisite: IA 2231.**

IA 5211 Planning Transformation Support Systems 2 - 6

Introduction and application of planning and control systems for production are studied. Planning systems such as PERT, production flow, inventory control, qual-

ity control systems and material handling are covered. **Prerequisite: IT 1201.** (10 weeks)

IA 5221 Numerical Control 1 - 6

Introduction and laboratory experiences are designed to provide students with the basic knowledge and techniques of programming and operations of the tape-controlled milling machine. **Prerequisite: IA 2231.**

IA 5281 and IA 5291 Machine and Tool Maintenance I and II 1 - 6

Experiences are provided in the principles, procedures and techniques of maintaining wood-working and/or metal-working machines and hand tools. **Prerequisites: IT 1201, IA 2221 and/or IA 2231.**

IA 6211 Modern Industrial Processes 3 - 6

A study of modern industrial fabrication processes including finishing. Emphasis is on illustrating processes through first-hand experiences or construction of display models. **Prerequisites: IT 1201, IA 2211, IA 2221, IA 2231.**

IA 6221 Structures 3 - 6

Study of principles of structural design. Includes drafting, fabrication of actual structures and models, and testing to determine reactions, shears, bending moments, and stresses. **Prerequisites: IT 1201, IA 2211, IA 2221, IA 2231.**

IA 6231 Technological Forecasting 3 - 6

Introduction and exploration of the field of Futuristics and Forecasting. Emphasis is on the development in government and industry, and basic techniques used in technological probability, anticipation and assessment.

IA 9211 Directed Study in Transformation 3 - 6

Students perform independent research and development under guidance of a faculty-member. Investigation to be individually arranged with faculty member and approved by Department Chairman and appropriate Dean. **Prerequisites: (a) any course considered by faculty member necessary for successful completion of the study; (b) a plan of study and activities approved by faculty member.**

ENERGY

IA 3311 Alternate Energy Sources 3 - 6

The study of direct uses of sunlight to supply household energy needs. The students build and test both commercial and laboratory-made devices. **Prerequisites: IT 1301, IA 2311, IA 2331 or permission of Instructor.**

IA 3321 Advanced Alternate Energy Sources 3 - 6

Course is limited to students who have demonstrated the ability and desire to continue the research and development of a solar energy system that showed promise in IA 3311. **Prerequisites: IA 3311 or permission of Instructor.**

IA 3331 Internal-Combustion and Diesel Engines 3 - 6

The students test, modify, and retest an engine. Diesel theory, injectors, and pumps are included. **Prerequisites: IA 2311 or permission of Instructor.**

IA 3341 Advanced Electrical Energy Systems 3 - 6

This course emphasized the study of dynamos, their characteristics, applications, and control. Contemporary problems in electrical energy systems are covered. **Prerequisites: IT 1301, IA 2321.**

IA 3351 and IA 3361 Advanced Energy Systems I and II 3 - 6

The class designs, constructs, and tests a full-scale energy system of mutual interest to the class and the Instructor. **Prerequisites: IA 2311, IA 2321, IA 2331, or permission of Instructor.**

(See **IA 4161** in the materials area for possible elective related to energy).

IA 4311 Nuclear Power Generation 1 - 6

An introduction to the role of nuclear fission in meeting society's energy needs. A qualitative understanding of the fission process and its implications for the utilization of nuclear energy is developed. Emphasis is given to reactor safety, environmental impact and the economics of nuclear power. Models and displays are constructed.

IA 4331 Numerical Problem Solving in Energy 1 - 6

This course is designed to develop the computational skills necessary for the solution of technical problems in the analysis and evaluation of electrical, mechanical, fluid, and alternate energy systems. **Prerequisites: Technical Mathematics course or IS 2611.**

SEMESTER COURSES

IA 6313 Flight 3 - 6

The history and principles of subsonic and supersonic flight, rocket propulsion and jet engines. Includes construction of models for study of aeronautical phenomena.

IA 9311 Directed Study in Energy 3 - 6

Students perform independent research and development under guidance of a faculty member. Investigation to be arranged with faculty member and approved by Department Chairman and appropriate Dean. **Prerequisites: (a) any course considered by faculty member necessary for successful completion of the study; (b) a plan of study and activities approved by faculty member.**

COMMUNICATIONS

IA 3411 Advanced Design 3 - 6

Experimental design projects using the two and three dimensional approaches. The design of communications forms will make use of the five senses. **Prerequisites: IA 2411, 2421.**

IT 3421 or IT 3221 Engineering Drawing 3 - 6

The course includes orthographic projection, intersections, developments, revolutions, axonometrics, assembly detail, and pictorial drawing. **Prerequisites: IA 2211 or IA 2411.**

IA 3431 or IA 3231 Product Illustration and Communication 3 - 6

The preparation of product illustrations and renderings for individual presentation, technical literature or newspaper and magazine advertisement. Isometric and perspective systems are used with various shading techniques such as inking, airbrush, and commercially-prepared media. **Prerequisites: IA 2211, IT 3221, IT 3421 or permission of Instructor.**

IA 3441 Calligraphy 3 - 6

A brief historic introduction to the arts of the Merovingian and Carolingian Miniscules that preceded the modern hand lettering of today. The art of the broad nib pen and wide brush will be emphasized. Students develop a series of plaques, signs and charts.

IA 3451 Illustration 3 - 6

All forms of illustration are studied; line, halftone, technical and non-technical color, pencil, ink, paint, and mechanical tints and tones. Techniques used are airbrush, rubbed on lettering, and proportional enlargement and reduction.

IA 3461 Art of the Book 3 - 6

A manuscript is developed in dummy form identifying type of paper, illustrations, letter form and page layout. Type is prepared and photographed. Printed pages are collated, hand sewn or end bound. The finished body is bound and finished in cases.

IA 3471 Offset Lithography 3 - 6

The students study the lithographic form of printing as it is used in modern industry. The majority of the course is spent in the darkroom and setting up and running offset presses. Concepts include line copy, halftone, special effects, diffusion transfer and density. Roles students will pursue are designer, photographer, flat-stripper, platemaker, press operator, and binder. **Prerequisite: IA 2421.**

IA 3481 AC Fundamentals and Applications 3 - 6

Principles of AC electricity and electromagnetism and their applications in circuitry, motors, transformers and other devices. **Prerequisite: IA 2431.**

IA 3491 Electronic Equipment and Devices 3 - 6

Study of a variety of electronic circuitry and equipment including power supplies, test equipment, metering, and sound measurement. **Prerequisite: permission of Instructor.**

(See IA 4141 in the materials area as a possible elective related to communications.)

IA 4111 Visual Illumination and Chiaroscuro 1 - 6

Experimentation with light and shade using professional stage-lighting equipment. Students experiment with individual shadow box set-ups in a light controlled room. Nuances of shadow and form are observed and sketched in final renderings.

IA 4421 Graphs and Charts 1 - 6

Designed to develop awareness of various forms of graphs and charts to facilitate in proper forms for presentation of specific data. The student will develop knowledge and skills required in the execution of a chart graph. Emphasis is placed on lettering, shading, line work and color. **Prerequisite: IT 3421.**

IA 4431 Perspective Drawing 2 - 6

Perspective drawing is a geometric method by which a "picture" can be projected on a picture plane. This form of drawing approaches the results of a photograph. One, two, and three point perspective are covered, with an introduction to shadows to add realism. Although rarely used by engineers, it is extensively employed by architects, artist-draftspersons, and illustrators. (10 weeks) **Prerequisite: IT 3421.**

IA 4441 Developments and Intersections 1 - 6

This course covers two phases of engineering drawing-developments and intersections. Students construct fullsize layouts of different shaped surfaces. Applications of developments and intersections are found in fabrication of sheetmetal and plate structures, patternmaking, heating and air-conditioning industries, and packaging field. **Prerequisite: IT 3421.**

IA 4451 Boat Lofting 1 - 6

The fundamentals of boat line drawing, boat lofting and layout are presented in a simple manner. Students will transfer data from offset tables to construct full-size members. **Prerequisite: IT 3421.**

IA 4461 Automatic Platen Press Operation 1 - 6

Students set up and operate two types of automatic platen presses, the Heidelberg and the Miehle 45. The students also work with the linotype. Operations include scoring die-cutting, perforation and advanced hot-metal imposition. **Prerequisite: IA 2421.**

IA 4471 Silk-Screen Processes 1 - 6

Students work with both hand-cut stencils and photo-direct emulsions. Emphasis is on multiple color registration and halftoning. **Prerequisite: IA 2421.**

IA 4481 Introduction to Crayonstone Lithography 1 - 6

Students grind and prepare their stones, develop and transfer their illustrations to the stones, draw and shade on the stones and print their illustrations.

IA 4491 Hand Book Binding 1 - 6

The art of inlaid colored leathers, gold stamping, and decorating of quarter-half and full-bound volumes of books is developed. Students recover and case-bind volumes of their own choosing.

IA 5411 Vacuum-Tube Fundamentals 1 - 6

Principles, operation and applications of diodes, pentodes and special purpose tubes. **Prerequisite: IA 2431, IA 3481.**

IA 5421 Solid-State Fundamentals 2 - 6

Principles, operation and applications of diodes, transistors and other solid-state devices. (10 weeks) **Prerequisites: IA 2431 and IA 3481.**

IA 5431 Communication and Innovation 1 - 6

Introduction to the factors influencing the adoption and use of products by the public. Emphasis on how individual communication and mass advertisement aids the introduction of ideas and products in the marketplace.

IA 5441 Developments and Issues in Communication Technology 2 - 6

Exploration of key and current technical developments in communication technology. Emphasis on the basic operation use and assessment of new developments and their effects. (10 weeks)

IA 5451 Topographic Drawing 1 - 6

The construction of maps designed to describe in detail features of the earth's surface, natural and man-made. **Prerequisite: IT 3421.**

IA 5461 Mechanisms 2 - 6
Mechanisms is the study of motion in machines. It includes (a) the analysis of displacement, velocity, and acceleration and (b) the design of linkages, cams, gears, and other machine components. (10 weeks) **Prerequisite: IT 3421.**

IA 5471 Nomography 1 - 6
Graphical representation of mathematical laws and relationships. It includes the study, design and practical use of functional scales, conversion charts and parallel scales. **Prerequisite: IT 3421.**

IA 5481 Structural Drawing 1 - 6
A branch of drawing which includes layout and detail drawings related to the design and construction of building of bridges and similar structures in which steel, timber, concrete and other building materials are used. Standard practices, conventions, and steel-construction manuals are studied and applied to the drawings. **Prerequisite: IT 3421.**

IA 5491 Machine Repair of Graphic Communication Equipment 1 - 6
Students will trouble shoot and make repairs graphic communications teachers have to do. **Prerequisite: permission of Instructor.**

IA 6411 Architectural Drawing 3 - 6
Students design a practical residential structure, conforming to standard practices and building codes. Technical skills are developed enabling students to communicate ideas. Topics include materials of construction, history and development of various styles, orientation of house on lot, loads, and design of structural members. Field trips and available films are used. **Prerequisite: IT 3421.**

IA 6421 Descriptive Geometry 3 - 6
Descriptive geometry is concerned with graphical representation and the solution of problems using spacial relationship of points, lines, and planes by means of projections. **Prerequisite: IT 3421.**

IA 6431 Production Printing 3 - 6
Emphasis is on scheduling and production of contracted jobs. The course is designed to allow serious students to apply their previous instruction in a controlled, industrial type setting. Enrollment is limited to ten students. **Prerequisites: IA 3471 and permission of Instructor.**

IA 6441 Industrial Electronics 3 - 6
Study of applications of electronic principles in devices and equipment involving thermoelectronics, photoelectrics, electromagnetics, solid-state, welding and motor control, etc. **Prerequisite: permission of Instructor.**

IA 7461 Process Color Separation 1 - 6
Students experience the direct screening process obtaining four separation negatives with masks. The negatives are printed by means of a color key. **Prerequisite: IA 3471.**

IA 7471 Photographic Testing 1 - 6
Students test various developers and photographic emulsions. Included are tests of emulsion speed, color sensitivity, and fidelity. **Prerequisite: permission of Instructor.**

IA 7481 AM Reception 2 - 6
Principles of AM reception and analysis of the superhet receiver (10 weeks). **Prerequisites: IA 5411 and IA 5421.**

IA 7491 FM Reception 1 - 6
Principles of FM reception and their application in FM circuitry. **Prerequisite: IA 7481.**

SEMESTER COURSES (15 weeks)

IA 9411 Directed Study in Communications 3 - 6
Student performs independent research and development under guidance of a faculty member. Investigation to be arranged with faculty member and approved by Department Chairman and appropriate Dean. **Prerequisites: (a) any course considered by faculty member necessary for successful completion of the study; (b) a plan of study and activities approved by faculty member.**

RELATED ELECTIVES

IA 6511 Problems of Mechanical Maintenance 3 - 6
A course designed to investigate problems encountered in the maintenance of mechanical equipment. Topics covered are lubrication, bearing installation, replacement of parts, safety, and color dynamics.

IA 6521 Introduction to Safety and Health 3 - 6
Introduction to the latest occupational safety and health standards and to provide opportunity for the student to per-

form practical inspections, complete reports, and recommend corrective measures to ensure safe and healthful conditions.

IA 1811 Industrial Arts for Special Education 2 - 4
Fundamentals of planning and constructing teaching aids and projects are stressed. Knowledge of tools, machines, and processes is covered.

IA 1851 Industrial Arts in the Elementary Classroom 2 - 4
Students receive practical experience with elementary students at the McKay Campus Teacher Education Center organizing, integrating, and implementing industrial arts activities. Instruction related to tools, materials and processes applicable to elementary Industrial Arts activities is given.

GENERAL EDUCATION ELECTIVES

SEMESTER COURSES

IT 3611 Ceramics 3 - 6
Course includes throwing on the wheel and glazing techniques, with strong emphasis on different sculptural forms.

IT 3621 Leatherwork 2 - 4
Fundamentals of carving and decorating leather are covered including traditional carving, figure carving, and "nature" stamping. Items which can be made include key cases, coin cases, wallets, belts, and hand bags.

IT 3631 Copper Enameling 2 - 4
Students experience techniques of firing enamels (including lamps and threads) on copper. Processes studied are sgraffeto, trailing, and stencilling.

PROFESSIONAL (REQUIRED FOR ALL INDUSTRIAL ARTS MAJORS)

IA 8511 Preparation for Teaching Industrial Arts 10 - 20
A practicum concerned with teaching-learning and curriculum-development processes related to industrial arts. Activities include experiences with various teaching methods.

IA 8521 Student Teaching in Industrial Arts 6 - 25
Experience in planning and implementing instructional strategies in a public-school setting. Requirements include self-evaluation.

IA 8531 Professional Study and/or Field Study 3 - 15
Independent study in methods of teaching industrial arts and/or curriculum development. **Prerequisite: Approved contract detailing study and activities.** (3 weeks)

IA 8541 Seminar 3 - 15
Opportunity to formulate concepts of industrial arts education and develop a working knowledge of principles and practices of industrial arts administration. (3 weeks)

INDUSTRIAL SCIENCE

REQUIRED COURSES

IS 2611 Technical Analysis I 3 - 3
Development of computational skills used in solving problems involving polynomials, equations, trigonometry and vectors in the technical areas of mechanics, electronics, and fluid dynamics.

IS 2621 Technical Analysis II 3 - 3
Continuation of IS 2611 Technical Analysis I. Topics covered are logarithmic and exponential equations, complex numbers, statistical analysis, and an introduction to the derivative. Applications in the areas of experimental data reduction, vibration analysis, motion of a particle, and practical optimization problems are stressed. **Prerequisites: IS 2611 or permission of Instructor.**

IS 3211 Laboratory Techniques 3 - 6
Skill development in the use of tools and machines, glass-blowing, welding and brazing necessary for the construction of wood, metal, plastic and ceramic prototypes.

IT 3421 Technical Drawing 3 - 6
Introduction to principles of engineering graphics and machine drawing. The course includes orthographic projection, intersections, developments, revolutions, axonometrics, assembly detail, and pictorial drawing.

IS 3511 Introduction to Experimentation 3 - 6
Emphasis is on the accumulation and evaluation of experimental data. Topics include literature surveys, project organization and management, types and uses of

instrumentation, instrument accuracy, statistical analysis of data, design of experiments, and report-writing techniques. **Prerequisite: IS 2621.**

IS 3521 Engineering Experimentation I 3 - 6

Activities required of junior technicians in industry are simulated. Students construct and assemble laboratory apparatus and perform tests on that apparatus. **Prerequisites: IS 2621, IS 3411, IS 5411, IS 3511, PH 1401.**

IS 3531 Engineering Experimentation II 3 - 6

Continuation of IS 3521, Engineering Experimentation I. **Prerequisite: IS 3021.**

IS 5111 Materials Technology 3 - 4

Topics include atomic bonding, atomic arrangements, structural imperfections, electronic structures and processes, phases and reaction rates and stability of materials in service environments. **Prerequisites: IS 2621, PH 1401, CH 1201 taken concurrently.**

IS 5411 Circuit Theory 3 - 6

Principles of electric circuits and their applications to analysis and synthesis of linear circuits and characteristics of simple electric machines. **Prerequisites: IS 2611; PH 1401 may be taken concurrently.**

IS 5511 Statics and Dynamics 3 - 3

Study of laws of static equilibrium of real bodies and fundamental principles of motion. Includes beam and structural analysis, friction, centroids, and Newtonian motion. **Prerequisite: IS 2621.**

TECHNICAL ELECTIVES

IS 7111 Strength of Materials 3 - 6

An introduction to the behavior of real materials under the influence of forces and couples. Axial, shear, torsional and flexural stresses and strains are determined.

IT 7121 Metallography 3 - 6

Principles of metallography are studied and applied in the laboratory, including photomicrography. Structures, alloy compositions, and inclusions are investigated. **Prerequisites: IA 5111 or permission of Instructor.**

IT 7131 Research in Industrial Materials 3 - 6

The students are required to select a material and conduct an in-depth study. Class reports are required. Individual initiative and efficient use of time are stressec **Prerequisites: IT 1101, IS 5111 or permission of Instructor.**

IS 7311 Thermal Technology 3 - 4

The laws of thermal energy and heat transfer are studied, including specific heats, thermal conductivities, gas and steam cycles, conduction, convection and radiation. **Prerequisite: IS 2621.**

IT 7331 Fluid Dynamics 3 - 6

Flow phenomena of compressible and incompressible fluids are studied, including fluid statics and dynamics, boundary layers, conduit fluid flow, dynamic drag and lift. **Prerequisite: IS 2621.**

IS 7411 Digital Electronics 3 - 6

An introduction to techniques of analyzing and synthesizing digital processors. Emphasis in design work is on IC technology.

IS 7421 Electronics 3 - 6

Introduction to electronic circuits. Students learn to synthesize simple circuits and to utilize them as components of more complex systems. **Prerequisite: IS 5411.**

IS 7431 Control Theory 3 - 6

Introduction to control theory utilizing examples of mechanical, fluidic, electronic and hybrid control systems. Emphasis is on design utilizing the project approach. **Prerequisites: IS 7331, IS 7411.**

IS 7511 Design of Machine Elements 3 - 3

Introduction to design principles and failure modes for various mechanical components. Includes static and fluctuating loads for brittle and ductile materials, fatigue stress concentrations. **Prerequisites: IS 3411, IS 7111.**

PROFESSION (REQUIRED FOR INDUSTRIAL SCIENCE MAJORS)

IS 8011 Directed Assistance Research Experience I 6 - 12

(D.A.R.E.)

Students participate in research and development projects under the direction of faculty. Equipment is constructed and experiments performed. **Prerequisites: IS 3031, IS 5111, PH 1401, CH 1301.**

IS 8021 Directed Assistance Research Experience II 6 - 12
(D.A.R.E.) Continuation of D.A.R.E. 1. **Prerequisite: IS 8011.**

MATHEMATICS

CHAIRMAN: Robert Clark
PROFESSOR: Ruth Butler
ASSOCIATE PROFESSORS: Lynn Ackler, Elizabeth Haskins
ASSISTANT PROFESSORS: Robert Clark, Nicholas Copoulos, Ernest Fandreyer, Donald Freeburg, Joseph Griffin, Barry Light, Clifford Wagner

The Bachelor of Science and a Bachelor of Arts in Mathematics must include MA 23, 24, 25, 26, 33, 34, and at least fifteen additional semester hours of advanced mathematics courses, at least nine of which must be at the 40 level. 90 level undergraduate or 800 level graduate courses may be substituted for 40 level courses. The Bachelor of Arts degree requires foreign language proficiency at the second year college level.

A Bachelor of Science in Education, Secondary, in Mathematics must include MA 12, 23, 24, 25, 26, 30, 33, 34, 37 and at least six additional semester hours of advanced mathematics courses at the 30 or 40 level. 90 level undergraduate or 800 level graduate courses may be substituted for 40 level courses. The major must also include ED 61, IM 24, PY 10, 23, 75, MA 81, and ED 87.

MA 10 Introduction to Mathematics 3 - 3
An elementary course intended to acquaint the student with the nature of mathematical activity such as inductive and deductive reasoning, problem solving, etc.

MA 11 Elementary Statistics 3 - 3
Elementary statistical and probabilistic concepts and techniques are studied to provide insight into types of statistical thinking which pervade contemporary life. This course is intended for students majoring in fields other than mathematics or science.

MA 12 Functions 3 - 3
Intended as a preparation for the study of calculus. Topics include the real numbers equations and inequalities, analytic geometry, and polynomial, trigonometric, exponential and logarithmic functions.

MA 13 Finite Mathematics 3 - 3
Selected topics from vector algebra, matrix theory, combinatorics, game theory, linear programming, graph theory, set theory, and Boolean Algebra.

MA 14 Technical Mathematics 3 - 3
Applications of elementary mathematics essential to the study of modern technology.

MA 17 Applied Statistics I 3 - 3
Methods of data organization and interpretation, sampling, probability, estimation and testing are applied to areas including biology, business, medicine, economics, and education.

MA 18 Applied Statistics II 3 - 3
Methods of statistical inference are used in linear regression, analysis of variance and experimental design. **Prerequisite: MA 17.**

MA 20 Informal Geometry 3 - 3
An intuitive and non-axiomatic study of basic geometric objects and concepts. Topics studied vary but are chosen for their intuitive appeal as well as their geometric significance.

MA 21 Analytic Geometry 3 - 3
A study of geometry of the plane and three dimensional space emphasizing the interaction of algebraic and geometric concepts.

MA 22 Calculus for the Social and Life Sciences 3 - 3
A survey of those portions of one and several variable calculus most applicable to problems in business, the social sciences and biology.

MA 23 Calculus I 3 - 3
The derivative of a function, methods of differentiation and applications.

MA 24 Calculus II 3 - 3
The Riemann Integral, methods of integration, and applications.

MA 25 Abstract Algebra I 3 - 3
A study of algebraic structures including groups, rings, and fields.

MA 26 Linear Algebra 3 - 3
Topics include the algebras of vector spaces, linear transformations and matrices with applications.

MA 29 Computer Applications for Calculus 3 - 3
A computational approach to the fundamental concepts studied in calculus. Topics may include functions, limits, derivatives, finding roots, integrals, differential equations, sequences, and series. **Prerequisite: programming experience.**

MA 30 Geometry I 3 - 3
A formal study of basic concepts in geometry and the foundations of Euclidean geometry.

MA 31 Elementary Number Theory 3 - 3
Properties of the integers are studied. Topics include divisibility, prime numbers, congruences, Diophantine equations and mathematical induction.

MA 32 History of Mathematics 3 - 3
The development of mathematical ideas and methods from ancient to modern times and their relevance for other fields of knowledge.

MA 33, 34 Calculus III and IV 3 - 3 each semester
Sequences and series, vector valued functions, partial differentiation, multiple integration and other topics.

MA 36 Introduction to Mathematical Logic 3 - 3
An elementary introduction to the standard sentential and first order predicate calculi is given. Connections between syntactic and semantic aspects of formal languages are emphasized.

MA 37 Probability and Statistics I 3 - 3
A careful development of elementary probability theory with applications is followed by the study of discrete and continuous random variables including the binomial, Poisson, and normal.

MA 40 Geometry II 3 - 3
Projective geometry and other topics.

MA 41 Topology 3 - 3
Topics include point sets, metric spaces, topological spaces, connectedness and compactness.

MA 42 Elementary Differential Equations 3 - 3
Linear first and second order differential equations, methods of solution and applications are studied. Series solutions and higher order linear equations are considered.

MA 43 Advanced Multivariate Calculus 3 - 3
The differential and integral calculus of vector-valued functions and functions of several variables.

MA 44 Real Variable Theory 3 - 3
A rigorous treatment of the foundations of differential and integral calculus with such topics as the real numbers, continuity, metric, and Euclidean spaces.

MA 45 Abstract Algebra II 3 - 3
A continuation of MA 25.

MA 47 Probability and Statistics II 3 - 3
Random variables and their probability distributions are used to study problems in estimation, hypothesis testing, regression and analysis of variance.

MA 50 Topics in Mathematics 3 - 3
Seminar. Topics from advanced mathematics will be chosen by the instructor. May be repeated for credit. **Prerequisite: Permission of the Instructor.**

MA 81 Methods and Materials in Secondary Mathematics 3 - 3
Curriculum and pedagogy of secondary school mathematics with a practicum of preprofessional experiences. Offered in fall semester only. **Prerequisite: IM 24.**

MA 83 Mathematical Concepts 3 - 3
Topics from arithmetic, algebra, and geometry of modern elementary school mathematics programs with attention to the structural and discovery approach.

MA 90 Independent Study 3 SH
Prerequisite: Permission of department.

MEDICAL TECHNOLOGY

COORDINATOR AND ASSOCIATE PROFESSOR: Rose Marie Neunherz

The degree of Bachelor of Science in Medical Technology must include MT 10, 40, 42, 44, 46; BI 28, 41, 42, 44; CH 11, 12, 20, 21, 30; PH 11, 12; and two mathematics courses at or above the level of MA 12. To receive a Bachelor of Science degree, Medical Technology students must complete a practicum at an affiliated hospital. In order to be admitted to the

Junior year in the Medical Technology program a student must have a minimum cumulative average of 2.7 in math, biology and chemistry courses. The college cannot guarantee the placement of any candidate in an affiliated hospital.

MT 10 Introduction to Medical Technology 1 - 2
An integrated lecture-laboratory course designed to acquaint the student with the role of the medical technologist in the clinical laboratory, the duties of technologists, employment opportunities and educational requirements for the profession. Laboratory work includes introduction to techniques in hematology, clinical chemistry, immunohematology and clinical microbiology. 2 hrs. lecture/lab per week. Offered Fall semester.

MT 40 Clinical Hematology 8 SH
Comprehensive study of principles, procedures, special techniques and disease states in hematology. Laboratory experience includes theory and practice of blood cell enumeration and identification of normal and abnormal stained blood smears. Ca. 10 hrs. lecture/lab per week during each semester of hospital internship year. **Prerequisites: 90 college credits, including 21 cr. biology and 20 cr. chemistry.**

MT 42 Clinical Chemistry 8 SH
Principles and techniques currently employed in clinical laboratories; preparation of solutions and care of equipment. Diagnostic tests are performed on all body fluids utilizing both manual and the latest instrumental techniques. Theory of the chemical manifestations of disease and the interpretation of data are stressed. Ca. 10 hrs. lecture/lab per week during each semester of hospital internship year. **Prerequisites: 90 college credits, including 21 cr. biology and 20 cr. chemistry.**

MT 44 Clinical Microbiology 8 SH
A course designed to prepare the student for the isolation, identification and propagation of pathogenic organisms. Bacteria and their clinical significance to man are emphasized, but pathogenic fungi, protozoa and viruses are also considered. Ca. 10 hrs. lecture/lab per week during each semester of hospital internship year. **Prerequisites: 90 college credits, including 21 cr. biology and 20 cr. chemistry.**

MT 46 Immunohematology 8 SH
Basic theory and laboratory techniques in blood banking and serology; common blood types, screening and preparation of donors, cross-matching, antigen-antibody reactions, and serological procedures: Ca. 10 hrs. lecture/lab per week during each semester of hospital internship year. **Prerequisites: 90 college credits, including 21 cr. biology and 20 cr. chemistry.**

MILITARY SCIENCE

MS 1001 Fundamentals of Small Unit Management 1 S.H.
An introduction to the fundamentals of small unit leadership, management, and operations. The role of the leader in a small unit is examined in order to demonstrate the principles of management. Theory X/Y-Maslow's Hierarchy of Needs to be utilized.

MS 1002 National Security Problems 1 S.H.
A study of the national security structure of the United States. Background study and discussion will also be conducted on threat perception and the nature of war. The social, economic and political implications of the defense establishment on the nation as a whole will be included.

MS 2001 Small Unit Management 2 S.H.
Operational procedures, to include communications and land navigation, and leadership techniques utilized in military situations will be examined.

MS 2002 American Military History 2 S.H.
An in-depth study providing the broad background so vital to successful military leadership. The importance of military history as an integral element of the broader course of history is stressed as well as its relationship to domestic and foreign affairs of the United States.

MS 3101 Advanced Theory of Unit Operations 2 S.H.
A continuing study of effective leadership in tactical operations, culminating the lessons learned during previous courses; examination of the theory and dynamics of the military team and its effective employment as part of the combined arms concept.

MS 3102 Techniques of Leadership/ Management 2 S.H.
An in-depth analysis and evaluation of the principles of management and their application to the Army. This course delves

into basic psychology and problem-solving techniques necessary for the leader to efficiently lead his men and his resources.

MS 4001 World Change and Military Impliciations/Military Law 2 S.H.
Examination of the international system, use of force among nations, contemporary world events and their effect on the U.S. Security. The role of the officer with regard to military law will be surveyed.

MS 4002 Effective Military Communication 2 S.H.
An introduction to military methods of instruction and basic teaching procedures. Effective speaking, listening, writing, and military correspondence, and an emphasis on the interrelationship of staff and command assignments in the effective utilization of men and resources.

MUSIC

PROFESSOR: Richard Kent
ASSOCIATE PROFESSOR: Harry Semerjian
ASSISTANT PROFESSOR: Frank Patterson

MU 10 Art of Music I 3 - 3
Music as aesthetic experience. Representative styles and categories from the Middle Ages to the present.

MU 20 Art of Music II 3 - 3
Music's selection of the values and ideals of societies past and present. Interrelationships between the fine arts.

MU 22 Applied Music 1 - 2
Techniques and skills for prospective teachers of elementary and special classes. Students who can pass an equivalency examination are exempted.

MU 31 Symphony 3 - 3
Structural and stylistic characteristics of the symphony from the 18th century to the present.

MU 32 Opera 3 - 3
Several works from the standard operatic repertoire. Some significant trends in modern opera.

MU 33 Chamber Music 3 - 3
Study of music for small ensemble.

MU 34 Twentieth-Century Music 3 - 3
The idioms and aesthetic notions of the present century, together with their relationship to the past.

MU 35 American Music 3 - 3
American music from colonial times, with some emphasis upon "popular" and "Art" music of the present century in the U.S.

MU 36 Baroque and Classical Music 3 - 3
Monteverdi to Beethoven. Opera, oratorio, passion, cantata, sonata forms, dance forms, shifting aesthetic views.

MU 37 Romantic Music 3 - 3
The 19th century as reflected in its music. Music drama, nationalism.

MU 40 Choral Arts 1 - 2
Singing choral music past and present, including dramatic music. No more than 6 semester hours applicable toward graduation. Available for audit. (See MU 41).

MU 41 Instrumental Arts 1 - 2
Small and large ensemble playing or representative works for instruments. No more than 6 semester hours of MU 41 or any combination of MU 41 and MU 40 applicable toward graduation. Available for audit.

MU 42 Class Piano 1 - 2
Practical keyboard usages in classroom work: accompaniment, simple transposition, harmonization of melodies at the keyboard.

MU 43 Class Voice 1 - 2
Principles of voice production. Breath control, phrasing, resonance, and diction are stressed.

MU 44 Song 3 - 3
Popular, folk, and art songs of many nations.

MU 45 Harmony I 3 - 3
Harmonizations of simple melodies. Principles of modulation and key relationships.

MU 46 Harmony II 3 - 3
Further work in modulation. Chromaticism. Late 19th and early 20th century developments. **Prerequisite: MU 45 or equivalent.**

MU 47 Compositional Techniques 3 - 3

Working with small musical forms. Traditional devices like sequence, ostinato, motivic development. Freer forms.

MU 48 Musical Production 3 - 3

Workshop approach to producing and rehearsing opera, operetta musical comedy.

MU 80 Music in Elementary Education 3 - 4

The objectives and techniques of teaching music in the first six grades. **Prerequisite: MU 22.**

MU 82 Music in Special Education 3 - 4

Objectives and techniques of teaching music in special classes. **Prerequisite: MU 22.**

MU 83 Workshop in Elementary Music Education 2 - 4

Modern approaches to professional music education in the elementary school. Primarily for elementary music teaching specialists.

MU 90 Independent Study in Music 3 SH

NURSING

CHAIRMAN: Eleanor Voorhies
PROFESSOR: Eleanor Voorhies
ASSOCIATE PROFESSORS: Lillian Bannon, Rita Driscoll, Phyllis Green, Elizabeth May, Katherine O'Connor, Margaret Taylor
ASSISTANT PROFESSORS: Virginia Doyle, Sophia Harrell, ~~Jean Mansfield~~, Janet Simmons, Rowena Taylor, Dolores Torti
INSTRUCTORS: Martha Harter, M. Christine King, Barbara May, Jane Minasian, Charlotte O'Connor, Barbara Powers, ~~Alice Ryan~~, Eileen Sjoberg
PART-TIME INSTRUCTORS: Sandra Austin, Michelle Brady, Sheila Fredette, Jean Kressy, Mildred Marion, Judith Mizhir, Marilyn Richard, Helen Rogers, ~~Carole O'Brien~~
LABORATORY ASSISTANTS: Genifer Anderson, Nancy Dziczek, ~~Suzanne McRee~~, Helen Trinque

Purpose

The purpose of the Fitchburg State College Nursing Program, derived from its philosophy and conceptual framework, is to prepare a professional nurse practitioner who assumes responsibility for planning and providing health care to individuals, groups, and communities in collaboration with other health professionals. He/she is capable of making independent nursing judgments and is accountable for his/her actions in providing primary and secondary nursing care.

Objectives

Upon completion of the program, the graduate:

1. Demonstrates the ability to think critically.
2. Respects the uniqueness, totality, and right to freedom of choice of each individual.
3. Detects and interprets deviations from established health norms and takes appropriate action.
4. Utilizes the nursing process, based on theoretical foundations, in the diagnosis and treatment of the nursing component of health problems.
5. Demonstrates therapeutic use of self in relationships with others.
6. Provides to others knowledge needed to facilitate decisions regarding health.
7. Utilizes knowledge of the research process to critically evaluate and implement research findings in the improvement of nursing care.
8. Utilizes leadership skills in anticipating, recognizing, and implementing change.
9. Collaborates with other disciplines in the designing and delivery of health care systems.
10. Assumes responsibility for continuous personal and professional growth through formal and informal avenues.
11. Demonstrates commitment to citizenship responsibilities via active involvement in health and social issues.

NURSING CURRICULUM PLAN

FRESHMAN YEAR

Anatomy & Physiology	3
Chemistry I	3
*General Psychology	3
English Composition	3
Elective	3
	15

Anatomy & Physiology	3
Chemistry II	3
*Intro. to Sociology	3
English Composition II	3
*A/V Equip. Operation	1
Elective	3
	16

SOPHOMORE YEAR

The Nurse: Concept & Practice I	6
Health Care in America	2
*Human Growth & Development	3
*Applied Statistics	3
Elective	3
	17
The Nurse: Concept & Practice II	6
Microbiology	3
Electives	6
	15

JUNIOR YEAR

Nursing Intervention: Concept & Practice	12
Electives	6
	18
Nursing Intervention: Concept & Practice II	12
**Speech	3
Elective	3
	18

SENIOR YEAR

Nursing: Concept & Practice in the Community	10
Professional Issues & Trends	2
Elective	3
	15
Nursing: Selective Practicum	12
	12

*May be taken either semester.
**May be taken any semester of any year.

Bachelor of Science in Nursing
(123 semester hours --
63 semester hours in Nursing)

GENERAL EDUCATION (60 SH minimum)	
English Composition I & II	3/3
Speech	3
State & Federal Const. Prof.	
Math/Science	12 - 16 SH
Anatomy & Physiology I & II	3/3
General Chemistry I & II	3/3
Survey of Micro-organisms	3
Social Sciences	15 SH
General Psychology	3
Introduction to Sociology	3
Human Growth & Development	3
Humanities	15 SH
Electives (from Gen. Ed. Area)	6 SH
Applied Statistics	3
NURSING *	63 SH
A/V Equipment Operation	1
Health Care in America	2
The Nurse: Concept & Practice I & II	6/6
Nursing Intervention: Concept & Practice I & II	12/12
Nursing: Concept & Practice in the Community	10
Nursing: Selective Practicum	12
Professional Issues & Trends	2

*Students are responsible for providing their own transportation for clinical practice.

NOTE: As of September, 1975 students will be required to have the same quality point ratio in nursing courses at the end of each semester as in other courses, in order to progress.

For the 1977 - 1978 academic year only, students graduating in June, 1978 will take the following courses: NS 40, 41, 42, 43 and NS 44.

Bachelor of Science in Nursing for Registered Nurses

Applicants must meet the regular college requirements for admission which include the following: 1. Application filed by April 1; 2. Official transcripts from (a) High School (b) diploma or associate degree program and (c) colleges and universities attended.

In addition to the above requirements registered nurses must successfully complete the competency exams offered in place of the sophomore and junior basic nursing courses. These examinations are developed by the faculty in the Department of Nursing and administered by the CLEP Program Director once each month. All examinations must be completed by March 1 for admission the following fall. However, seniors in diploma or associate degree programs may arrange for a later testing date with the consent of the nursing coordinator. Further information including application for the examinations, course outlines and bibliographies may be obtained from the Nursing Department. It is also recommended that an interview be arranged with the coordinator of the registered nurse program.

Program Plan for Registered Nurses

Must meet the General Education Distribution Requirements as established for the basic nursing curriculum. Registered nurses may receive credit for General Education through the CLEP Program and teacher made examinations. At the present

time, teacher made examinations are offered for Anatomy and Physiology, and Human Growth and Development. These exams are also offered through the office of the CLEP Program. The complete list of CLEP examinations through which students may earn credit is also available from that office.

Nursing Distribution: Nursing Competency Examinations, 27 semester hours; Concepts of Nursing I, 6 semester hours; Concepts of Nursing II, 6 semester hours; Professional Issues and Trends, 2 semester hours; Nursing Concept and Practice in the Community, 10 semester hours; and Nursing: Selective Practicum, 12 semester hours. Total required credits is 63.

NS 27 The Nurse: Concept and Practice I 6 - 8

Theoretical and methodological concepts provide the framework for assisting the student to develop as a person and a learner, and to prepare him/her to assume the role and responsibilities of professional nursing. Laboratory experiences are provided for acquisition of skills. **Prerequisites: BI 12, BI 13, CH 11, CH 12, PY 10, SO 10, EN 10, EN 12.**

NS 28 The Nurse: Concept and Practice II 6 - 8

The concepts learned in NS 27 are applied to develop beginning skills in the health assessment of well clients in their own environment. Normal nutrition and the use and misuse of pharmacological agents are included. **Prerequisite: NS 27.**

NS 29 Health Care in America 2 - 2

This interdisciplinary course, shared by faculty from history, political science, special education, and nursing; provides students with a frame of reference relative to the contemporary health care system of which they will be a part. Areas to be explored will include: some historical development; current system of health care; financial, legal and political aspects; and manpower, including nursing.

NS 351 Concepts of Nursing I 6 - 9

Designed to provide the advanced placement student with a quality learning experience to broaden his/her perspective of professional nursing. Students choose clients from a variety of health care settings in order to apply their knowledge and skills in providing health care. (Offered first and second semesters)

NS 36 Concepts of Nursing II 6 - 9

Through the process of critical thinking the concepts and theories of nursing and health are further developed and practiced with clients in settings chosen by the students. (Offered second semester only)

NS 37 Nursing Intervention Concept and Practice I 8 - 8

The totality of man as a bio-psycho-social being is emphasized. The frame of reference is man's internal environment. Concepts directed toward stabilizing this environment are discussed. Concepts and theories of nursing and health are discussed, broadened and increased in depth. NS 37X1 is taken concurrently with this course.

NS 37X1 Nursing Intervention Concept and Practice I - Laboratory 4 - 12

Through the selection of appropriate data and the process of critical thinking, the student will select and implement nursing interventions for selected clients. Clinical experiences will be planned in a variety of settings. This course is offered concurrently with NS 37.

NS 38 Nursing Intervention: Concept and Practice II 8 - 8

Specific needs/problems resulting from the creation, transportation, kinetics and potentials of energy as they relate to man and his being will be discussed. The student will have the opportunity to expand his/her concepts of nursing through integration of selected theories. This course is offered concurrently with NS 38X2. **Prerequisites: NS 37 and NS 37X1.**

NS 38X1 Nursing Intervention Concept and Practice II - Laboratory 4 - 12

Through clinical experience and group conferences, the student will develop increased skill in data collection, communication, physical and psychological assessment, and from this data base will implement the nursing process. Clinical experience will be offered in a variety of settings. This course is offered concurrently with NS 38. **Prerequisites: NS 37 and NS 37X1.**

NS 40 Advanced Medical-Surgical Nursing 9 - 18

Critical analysis of nursing problems. The major cause of illness are the frame of reference. Development of leadership skills is stressed.

NS 41 Community Nursing 6 - 12
Focuses on the health care needs of the client, that is, families, groups, communities, in relation to the environment. Selected theories such as Change and General Systems Theory are used to analyze and plan interventions in relation to clients' health needs. A variety of community agencies are used for the clinical experiences. Students are responsible for providing their own transportation in the clinical area.

NS 42 Professional Issues and Trends 2 - 2
This course provides an opportunity for senior nursing students to: identify, explore, and discuss some of the critical issues and trends affecting nursing today; consider rights and responsibilities relative to professional organization and practice; and consider approaches to and opportunities for employment after graduation.

NS 43 Psychiatric-Mental Health Nursing 3 - 5
Principles of preventive psychiatry are applied in the initiation and development of a nursing plan with an emotionally disturbed individual. Practice in the management of group dynamics is also provided. This course is taken concurrently with Community Nursing (NS 41). If NS 44 precedes NS 43, emphasis is placed on implementing the care plan.

NS 44 Psychiatric-Mental Health Nursing 3 - 5
Principles of preventive psychiatry are applied in implementing the nursing care plan developed in NS 43 for an emotionally disturbed individual. This course is taken concurrently with Advanced Medical-Surgical Nursing (NS 40). In the event that NS 44 precedes NS 43, emphasis will be placed on initiating the therapeutic care plan and developing a plan of care.

NS 47 Nursing: Concept and Practice in the Community 10 - 18
This course is concerned with the health of families, groups, and the community. Health problems and programs on the national and international level are also considered. Major emphasis is on providing primary nursing care for the client-group and fostering a therapeutic environment for the maintenance and promotion of health and the prevention of disease.

NS 48 Nursing: Selective Practicum 12 - 20 to 30
This course provides students with the opportunity to explore in depth particular areas of interest. The purpose of the experience is to encourage the synthesis of all previous learnings. The concept of critical thinking, leadership skills, communication skills, primary care, and research underlie the course of study. The student is required to select a variety of guided clinical experiences during the semester.

PHILOSOPHY

PROFESSORS: Reginald O'Neill, Walter Jeffko
ASSOCIATE PROFESSOR: Richard DeCesare
ASSISTANT PROFESSOR: Richard Glidewell

PL 10 Introduction to Philosophy 3 - 3
An introduction to the problems, methods, and goals of classical and contemporary Western Philosophy. Emphasis is placed upon how these differ from and relate to other fields of human knowledge.

PL 20 Ancient Philosophy 3 - 3
A study of the beginnings of Western Philosophy, including the Pre-Socratics, Plato, Aristotle, and several other figures of the period. **Prerequisite: PL 10.**

PL 21 Medieval Philosophy 3 - 3
Includes St. Augustine, Boethius, Albertus Magnus, Avicenna, Averroes, Maimonides, and St. Thomas, and their influence upon subsequent philosophy. **Prerequisite: PL 10.**

PL 22 Modern Philosophy 3 - 3
Trends of modern thought since the Renaissance, including Descartes, Locke, Spinoza, Leibniz, Hume, Kant, and Hegel. **Prerequisite: PL 10.**

PL 23 Contemporary Philosophy 3 - 3
An examination of some current trends and issues in contemporary American, British, and European philosophy. **Prerequisite: PL 10.**

PL 30 Philosophy of Education 3 - 3
This course seeks to trace the origin and development of major educational theories and their contemporary implications.

PL 31 Logic 3 - 3
An introduction to logical thinking from the perspective of both traditional and modern logic. The following topics are covered: difference between deduction and induction, language and definition, fallacies, categorical propositions, categorical syllogisms, deductive arguments in ordinary language, and selected topics in symbolic logic.

PL 32 Theories of Knowledge 3 - 3
The problems and methods of human knowledge. Theories presented in the light of idealism, realism, pragmatism, and existentialism. **Prerequisite: PL 10.**

PL 33 Metaphysics 3 - 3
Introduction to the origin and development of metaphysical problems in Western Philosophy. **Prerequisite: PL 10.**

PL 34 Philosophy of Man 3 - 3
An exploration of human nature or personhood from the triple perspectives of philosophy, religion, and behavioral science, focusing upon the following thinkers and movements: Plato, Christianity, early modern individualism, Marxism, Freud, existentialism, Frankl's logotherapy, Skinner, Fromm's humanism, and personalism.

PL 35 Ethical Theories 3 - 3
Moral experience and reflective ethics; survey and critical evaluation of major ethical theories; ethics and science.

PL 36 Contemporary Ethical Problems 3 - 3
Application of ethical thinking to some of today's major social and personal issues including crime and punishment, civil disobedience, prejudice and discrimination, sex, abortion, war, and suicide and death.

PL 40 Existentialism 3 - 3
Origin of contemporary existentialism; its leading ideas as seen in writings of such philosophers as Kierkegaard, Jaspers, Marcel, Sartre, and Camus. **Prerequisite: PL 10.**

PL 41 Philosophy of Art 3 - 3
An examination of the interpretations of esthetic experience presented by such thinkers as Aristotle, Tolstoy, Shiller, Bergson, Spengler, and Dewey. **Prerequisite: PL 10.**

PL 42 Political and Social Philosophy 3 - 3
The various political and social ideas beginning with Plato and continuing to Marx. **Prerequisite: PL 10.**

PL 43 Philosophy of Science 3 - 3
An analysis of the methods and goals of the physical sciences, how they differ from the social sciences, and the philosophic problems encountered in scientific pursuits.

PL 44 Philosophy of Language 3 - 3
The role played by language in human knowledge and the increased emphasis on the analysis of language in recent philosophy. **Prerequisite: PL 10.**

PL 45 Philosophy of Love 3 - 3
An analysis of the concept "love" as employed in the social and moral philosophies of various classical and contemporary thinkers. **Prerequisite: PL 10.**

PL 46 Philosophy of Religion 3 - 3
The God-problem and religious experiences as seen in the classical philosophers and in the philosophies of existentialism and pragmatism. **Prerequisite: PL 10.**

PL 48 Man and Nature 3 - 3
Based upon Jacob Bronowski's film series The Ascent of Man, this course offers an interdisciplinary approach to the study of the man/nature relationship. The films will be shown and supplementary materials will be used to explore key periods and events in the history of man's understanding of and ability to manipulate nature.

PL 49 Comparative Religious Experiences 3 - 3
This course studies the principal religions of mankind: Buddhism, Islamism, Judaism, and Christianity; their basis tenets and insights into spiritual values.

PL 50 Plato 3 - 3
Plato's theory of ideas, theory of knowledge, ethical and political views, doctrine of the fine arts. **Prerequisite: PL 10.**

PL 51 Aristotle 3 - 3
A study of Aristotle's philosophy as seen in his Metaphysics, Politics, and Nicomachaen ethics. **Prerequisite: PL 10.**

PL 54 Marxism 3 - 3

A study of Marx's thought, its origins, development, and contemporary applications. **Prerequisite: PL 10.**

PL 55 Early American Philosophy 3 - 3

A study of American thought from the Colonial Period through the 19th century.

PL 56 Contemporary American Philosophy 3 - 3

An examination of the current trends and issues in American thought.

PL 57 American Pragmatism 3 - 3

An analysis of the thought of Peirce, James, and Dewey. **Prerequisite: PL 10.**

PL 60 Seminar/Special Topics 3 - 3

PHYSICAL EDUCATION

CHAIRMAN AND PROFESSOR: Thomas Battinelli

ASSISTANT PROFESSORS: Lee Cunningham, Joyce Downey, Elizabeth Kruczek, Barbara Nole, James Sheehan

Physical Education Specialization

The Fitchburg State College Physical Education Specialization is designed to provide students with an opportunity to pursue:

1. Study in an alternative field of interest;
2. Prerequisite study for further graduate work.

The course requirements are: Exercise and Sport Science (3); Overview of Physical Education (3); Behavioral Concepts of Sport (3); Athletic Training and Conditioning (3); and Physical Activity Skills (6).

Human Services majors may substitute Recreational Leadership and Camp Counseling as requirements.

PE 10 Health and Fitness 3 - 3

A basic survey of the effects of diet, exercise and selected environmental agents upon human, mental and physical health. Topics may include body build and body composition, fitness evaluation and programming, nutritional considerations, psychological correlates of health, chemical alternations, human sexuality, and personal and public health.

PE 11 Constitutional Morphology 2 - 1

An overview of the study of the size and shape of the human body will be presented. Skeletal, physique, lean body, weight and percentage of body fat assessments will be made in relation to physical activity.

PE 12 First Aid and Safety 2 - 1

A behaviorally oriented course structured for those responsible for the safety and protection of others. Satisfactory completion, with official Red Cross certification, is required for all students in all curricula except Nursing, Medical Technology and all Bachelor of Arts programs. Education majors must have completed a First Aid course at the college or elsewhere prior to student teaching.

PE 13 Introduction to Kinesiology 2 - 1

An overview of the study of the mechanics of human motion will be presented. This course is designed to integrate Kinesiological principles to the teaching of selected motor activities.

PE 14 Behavioral Concepts of Sport and Fitness 3 - 3

This course is designed to aid the student in understanding the psychological and sociological behaviors common to the realms of sport and fitness. Concepts of competition, cooperation, motivation, social stratification and interaction will be examined. Also, a variety of observational techniques will be used in the analyzation of behavioral reactions.

PE 15 Consumer Health 2 - 1

This course is designed to help the student evaluate health information critically, and select products and services wisely. The past, present, and future of quackery will be explored especially in the areas of food, cosmetics, and chronic disorders. Laws and protection agencies, governmental and private, will be surveyed.

PE 16 Exercise and Sport Science 3 - 3

Basic exercise physiology is explored as it relates to the health professions. Theoretical topics include orientation to exercise, movement and energy production, neurological aspects of movement, and circulatory, respiratory, and hormonal factors in exercise. Practical topics include: cardiovascular stress testing, nutrition and weight control, physique and body composition, fitness programming, the female in sports, the influence

of activity on growth, evaluation of muscular strength, respiratory responses to exercise, and environmental effects such as altitude and temperature.

PE 17 Physical Education: An Overview 3 - 3
Designed to provide the student with an overview of the philosophic history, administrative patterns, current curriculum approaches, teaching and learning concepts, and innovative trends in physical education.

PE 18 Jogging: Theory and Practice 3 - 3
The scientific basis for cardiovascular training programs using jogging as the mode of activity will be presented. Pre-post cardiovascular and body composition evaluations and individualized jogging programs will be designed.

PE 19 Psychology of Sport 2 - 1
A basic overview of the psychological impacts of sport upon participants and spectators. The areas of winning and losing, competition behavior modification, women in sport, and the study and analyzation of emotional-reaction profiles will be used in the observation of emotional behaviors.

PE 22 Figure Control Through Weight Training 2 - 1
The theory of weight training and diet in relation to figure control will be discussed. Each student will have physique, body composition, aerobic fitness and muscular strength evaluation before and after a weight training program.

PE 51 Perceptual Motor Activities 2 - 1
A study of the role of physical activity for the mentally retarded, educationally handicapped and the emotionally disturbed will be presented. Topics will include motor integration, foundations of motor learning, research and evaluation, and program development.

PE 65 Motor Learning and Motor Performance 2 - 1
The neuromuscular integration of human movement in reference to components and factors related to the learning of motor activities will be investigated.

PE 67 Diet, Exercise and Weight Control 2 - 1
The course is designed for those interested in weight loss or weight maintenance through the medium of diet and exercise. After an initial assessment of body composition, endurance fitness and the establishment of dietary goals, each student will work toward the normalization of body weight through actual programs of exercise and diet.

PE 80 Physical Education in the Elementary School 1 - 2
A theory and practice course designed to guide the classroom teacher in organizing a comprehensive program of physical education activities.

PE 81 Weight Training for Athletes 2 - 1
Theory for the development of muscular strength for specific athletic activities. Anthropometric, body composition, and muscular strength evaluations will be undertaken prior to and following an individually developed weight training program.

PE 82 Sports Concepts 2 - 1
Physical activity skills for team sports will be viewed from the physiological and values perspective. Students will practice physical activity and values techniques.

PE 83 Athletic Training and Conditioning 3 - 3
A course designed to discuss the principles of injury prevention and care, the physiology of training, and nutritional considerations as they apply to athletics.

PE 84 Officiating Basketball and Volleyball 3 - 3
The philosophy and techniques of officiating basketball and volleyball for women. DGWS rules are used for both sports, and an opportunity is presented to take the written and practical national examination to obtain a rating in either or both sports.

PE 85 Fundamentals of Coaching 3 - 3
An analysis of the principles and practices of coaching in various sports will be presented for the prospective teacher-coach.

PE 86 Orientation to Physical Activity 2 - 1
An overview of physical activity as it relates to sports and health. Topics such as exercise classification, specificity of exercise, body composition evaluation, muscular strength and endurance, energy cost of exercise, aerobic capacity, cardiovascular evaluation, and relaxation techniques will be surveyed.

PE 88 Recreational Leadership 3 - 3
The organization and administration of recreational activities will be presented in reference to the development of the principles and practices in both school and community programs. Leadership experience with school and community programs will also be offered.

PE 89 Camp Counseling 3 - 3
Course content provides an opportunity to study some of the problems in the Field of Camping, to acquire skills essential in camp life and to develop leadership in individual and group work. Actual camping experience is gained by attendance of two weekend sessions of a local camp.

Activity courses are taught on a half-semester basis. Each half semester carries 2 clock hours and ½ credit.

PE 20 Handball
PE 21 Physical Conditioning
PE 25 Soccer
PE 28 Basketball
PE 29 Advanced Basketball
PE 30 Volleyball
PE 31 Softball
PE 34 Tennis
PE 35 Advanced Tennis
PE 37 Badminton
PE 40 Karate
PE 41 Judo
PE 43 Gymnastics
PE 45 Slimnastics
PE 46 Rhythmics
PE 49 Aerobics
PE 53 Folk Dance
PE 54 Advanced Volleyball
PE 55 Recreational Sports
PE 59 Canoeing
PE 60 Beginning Tumbling
PE 61 Mountain Leadership
PE 62 Backpacking
PE 63 Downhill Skiing
PE 64 Cross Country Skiing

PHYSICS

CHAIRMAN: Esmail Valanejad
ASSOCIATE PROFESSORS: Theodore LaPierre, Robert Shaughnessy, Esmail Valanejad
ASSISTANT PROFESSORS: Norman Fredette, Karl Lindquist,

The degree of Bachelor of Arts in Physics must include PH 11, 12, 15, 21, 22, 23, 24, 25, 31, 32, 34, 45; MA 23, 24; and a Physics elective from PH 26, 33, 35, 42, 43, 44. The Bachelor of Arts degree also requires foreign language proficiency at the second year college level.

The degree of Bachelor of Science in Physics must include PH 11, 12, 15, 21, 22, 23, 24, 25, 31, 32, 34, 45; MA 23, 24; CH 11, 12; and two Physics electives chosen from PH 26, 33, 35, 42, 43, 44.

The degree of Bachelor of Science in Education, Secondary, in Physics must include PH 11, 12, 15, 21, 22, 24, 25, 34, 41; MA 23, 24; PH 23, 26, 31, 32, 33, 42, 43, 44 or 45. The degree also includes ED 61, ED 87 and IM 24.

PH 11 Introductory Physics I 3 - 4
An introduction to an analytical study of Newtonian mechanics and the properties of matter. A working knowledge of algebra is assumed. Elements of trigonometry are considered in the course.

PH 12 Introductory Physics II 3 - 4
An introduction to an analytical study of wave motion, electricity and modern physics. A working knowledge of algebra and trigonometry is assumed.

PH 13 General Physics I 4 - 5
Mechanics: Straight line motion; circular motion; Kepler's law of planetary motion; universal gravitation; work; energy; power; conservation of energy and momentum; simple harmonic motion. Hydrostatics and hydrodynamics: Archimedes' principle, Bernouli's equation, viscosity, Stokes law, Reynolds number.

PH 14 General Physics II 4 - 5
Electricity and Magnetism: Coulomb's law, electric field, electric potential, capacitance, electric circuits, magnetic field, magnetic forces on a current-carrying conductor, magnetic field of a current, induced e.m.f., magnetic properties of matter. Heat and thermodynamics: heat and heat measurements; transfer of heat; thermal properties of matter; the laws of thermodynamics; kinetic theory of gases. **Prerequisite: PH 13.**

PH 15 General Physics III 4 - 5
Wave motion: waves, vibrating bodies, electromagnetic waves. Geometrical Optics: Laws of reflection and refraction; mirrors; lenses; optical instruments; eye and its optical defects and their correction; illumination and color. Physical Optics: interference and diffraction; polarization. Atomic and Nuclear Physics: atomic spectra; the Bohr atom; Compton effect; X-rays; radiation hazards. **Prerequisite: PH 14.**

PH 21 Applied Mathematics I 3 - 3
Trigonometry: Definitions, trigonometric identities; trigonometric equations; trigonometric tables and their construction. Solution of a triangle, quadrilateral, etc. Application to optics. Determinants: rules for manipulating determinants; applications. Vector Algebra: addition; dot and cross products of vectors. Graphing of polynomials, bipolynomials, rational and irrational functions. Construction of graphs from empirical data, applications.

PH 22 Applied Mathematics II 3 - 3
Rules for differentiation of functions of one variable maxima and minima-Taylor expansion of functions. Differentiation of function of several variables - error analysis. Binomial Theorem, exponential and logarithmic functions applications to radioactive decay and Newton's law of cooling, etc. Analytical geometry: Cartesian coordinates; equation of a line; conic sections; etc.

PH 23 Applied Mathematics III 3 - 3
Rules for integration by parts, change of variable, partial fractions, trigonometric substitutions, reduction, differentiation under the integral sign. Application: Uncertainty relations; lasers; etc. Differential equations: motion through a resistive medium; an electrical circuit; flow of heat in pipes; radio-active decay; etc.

PH 24 Electronic Physics I 4 - 5
D.C. and A.C. circuits, diodes, power supplies, filters; transistors, parameters, common emitter, common base, common collector configuration, load line analysis.

PH 25 Electronic Physics II 4 - 5
Multi-stage amplifiers, gain, bandwidth, distortion, oscillators, operational amplifiers, analog computation, gates, flip-flops, counters.

PH 26 Electronic Physics III -- Digital Electronics 3 - 4
Fundamental theory and application of digital circuits, diode and transistor gates, flip flops, analysis and synthesis of logic circuits using integrated circuits. **Pre-requisite: Electronic Physics II, or a course in basic electronics.**

PH 31 Intermediate Mechanics 3 - 3
Calculus and delta methods are used in an analytical study of Newtonian mechanics with application to nonconservative forces, central forces, and rotational dynamics. **Prerequisite: PH 13 or equivalent.**

PH 32 Vibrations and Waves 3 - 4
Linear oscillator, free and forced oscillations, damping, vibrating string, traveling and standing waves. Fourier analysis, introduction to wave optics, lab work in physical optics. **Prerequisite: PH 31.**

PH 33 Quantum Mechanics 3 - 3
Inadequacies of classical physics, uncertainty principle, Schrodinger equation, physical interpretation of wave function, energy levels, harmonic oscillator, hydrogen atom, perturbation theory. **Prerequisites: PH 15 and PH 22 or MA 24.**

PH 34 Seminar in Physics 1 - 1
Oral and written presentation of topics on recent developments in the field of physics. Required of all physics majors. **Prerequisite: Junior standing in physics.**

PH 35 Electricity and Magnetism 3 - 3
After a preliminary introduction to vector algebra, electrostatic as well as magnetostatic fields in vacuum and material media are discussed. Maxwell's equations and propagation of electromagnetic waves are considered.

PH 41 Physics for Secondary Teachers 3 - 4
Concepts and laboratory work in physics specifically oriented to programs currently being offered or being developed in secondary schools.

PH 42 Statistical Mechanics and Thermodynamics 3 - 3
Laws of thermodynamics, entropy, Carnot cycle, kinetic theory of gases, Bose and Fermi gases, low temperature physics. **Prerequisite: PH 31.**

PH 43 Atomic and Nuclear Physics 3 - 3
Electronic configuration of the atoms: Pauli principle; shell model of nucleus; radioactivity; elementary particles. **Prerequisite: PH 33.**

PH 44 Solid State Physics 3 - 4
Short review of quantum mechanics, crystal structure, magnetism, semiconductor theory, specific heat of solids. **Prerequisite: PH 25.**

PH 45 Advanced Laboratory 3 - 5
Selected experiments from different areas of physics; required of physics majors on B.A. program. **Prerequisite: PH 25.**

PH 88 Physics Methods 3 - 3
Methods of teaching physical sciences at the secondary level. Includes a survey of modern secondary science curriculum.
Prerequisite: IM 24

POLITICAL SCIENCE

ASSISTANT PROFESSOR: Alan Goldman, Carleton LaPorte*

Courses in political science are intended for any student with a general interest in politics and government. They are also designed to provide a proper background for students interested in pursuing graduate study or a career in law, public administration, or government and political science. It is recommended that these students take six hours of Modern American Government and six hours of electives.

PS 10 Modern American Government: State and Urban Government 3 - 3
Focus upon current issues in urban and state government and politics and attempts to evaluate proposed solutions.

PS 20 Modern American Government: The Federal Government 3 - 3
Growth and complexity of the functions performed by the branches of the national government: Congress; President; and Supreme Court. Examination of the crucial role of the President today in national and world affairs. Attention given to current political campaigns. N.B. PS 10 and 20 or the consent of the Instructor are required for all other courses in Political Science.

PS 22 Constitutional Law and the Supreme Court 3 - 3
Treats the Constitution as a living document, tracing its development through historic Supreme Court decisions.

PS 25 Legal Internship 6 - 12
Internships are available in several regional law offices for those persons interested in para-legal work. These internships prepare students for positions in law offices, public administration, and other human service work. Credit is either 6 or 12 semester hours depending upon arrangements with the Social Sciences Department.

PS 30 International Law and Organization 3 - 3
A study of the pioneering political institutions which have been fashioned to cope with the issues of world interdependence.

PS 32 Contemporary International Relations 3 - 3
A study of critical problems confronting the present international system. The "Cold War," armed conflict, internal violence, as well as prospects for the resolution of conflict are explored. Simulational gaming exercises and class discussions supplement readings.

PS 33 Foreign Intelligence and National Security Affairs 3 - 3
The defense and foreign affairs of the U.S. and U.S.S.R. Nuclear weapons, arms control, civil-military relations, terrorism, policy, and decision making are studied. Special attention is given to foreign intelligence and espionage. Current problems in international and national security affairs are discussed.

PS 35 Political Systems of the Modern World 3 - 3
A comparative analysis of modern national governments such as the Soviet Union, France, Germany, and Great Britain. Importance of the world's political heritage and the implications for the emerging nations of liberal democracy, communism, and dictatorship.

PS 36 Civil Rights and Civil Liberties in the United States 3 - 3
Conceptual perspectives of civil rights and civil liberties, freedom of expression and the problem of loyalty and security, equality, the civil rights movement, criminal justice procedures, and the politics of civil rights and liberties.

PS 40 Principles of Administration 3 - 3
An introduction to administration is presented. Leadership, authority, change, and communications are among the topics discussed. The course includes case studies and problem-solving from such fields as allied health, business, law-enforcement, and government service.

PS 80 Internships in Political Science
Off-campus opportunities, carrying appropriate academic credit, are available in local, state, and federal government offices and with political campaigns. Open to students who have the permission of the department. Credit and hours by special arrangement.

PS 90 Independent Study in Political Science

Open to students who have the permission of the supervising instructor and the department. Course of study, meetings, and credit by arrangement.

*Departmental Leave, 1977-78

PSYCHOLOGY

PROFESSORS: Harry Crowley, Everett Garvin, Donald Isaac

ASSOCIATE PROFESSORS: Alan Bernstein, John Dufault, Paul Girling, Leota Janke, Richard Spencer, Elbert Tompkins

ASSISTANT PROFESSORS: George Breen, Mary Hanley, Richard Kruse, Donna-Lee McCabe, David Maloney, Charles Streff

The degrees of Bachelor of Arts and Bachelor of Science in Psychology require thirty seven semester hours of course work in psychology. The program is divided into Phase I, II and III. Required courses in Phase I are PY 10, 14, 18, 40, and 41.

Students must take at least one course in each of the six categories of Phase II: Quantitative; Developmental; Adaptive Behavior; Research Experience; Learning; and Related Electives. Courses included in the Quantitative section are PY 40 and PY 45. The Developmental Segment includes PY 16, 20, 21, 22, 23, 24, 30, 32, 70 and 84; EP 10 and 11. Adaptive Behavior courses include PY 15, 25, 26, 30, 32, 35, 36, 55, 60, 65, 73 and 77. The section on Research Experience may be satisfied by PY 22, 42, 43, 50 and 85. The Learning segment includes PY 43, 50, 70, 71 and 84. Related Electives include seminars in psychology, independent studies, and appropriate courses from sociology or human services. Courses from the other areas may be used as Related Electives.

To staisfy the Phase III requirement students must take either PY 48, 84, or 85.

The Bachelor of Arts degree requires foreign language proficiency at the second year college level.

PY 10 General Psychology 3 - 3

The science of human behavior. Scientific method, maturation, motivation, emotions, sensation, learning, personality, and adjustment.

PY 14 Introduction to Research Methods 3 - 3

Research design including consideration of sampling procedures, questionnaire design, methods of observation and reporting. **Prerequisite: PY 10.**

PY 15 Introduction to Speech Pathology 3 - 3

An orientation to speech pathology by identification and referral procedures for primary speech problems, examination and observation of speech therapy procedures. Clinical point of view is stressed. **Prerequisite: PY 10 or PY 14.**

PY 16 Psychology of Speech and Communication 3 - 3

This course provides information for judging speech behaviors of self and others. Concepts of speech, language and communication, healthy speaking and listening behaviors, non-verbal communication, animal communication, linguistic, and psycholinguistic theory. **Prerequisite: PY 10 or PY 14.**

PY 17 Speech Pathology Principles and Practicum 3 - 3

The course will provide students from allied disciplines with beginning skills for remediation of milder communication disorders in children. Under qualified supervision and from appropriate research, students will assist in diagnostic evaluations, case history information plus other report writing, and aspects of speech therapy planning and implementation. **Prerequisite: PY 15.**

PY 18 Quantitative Methods I 3 - 3

The purpose of this course is to develop an understanding of the value and philosophy of scientific methodology and to enable the student to start intelligently interpreting the research literature. Included among its elements are the nature and functions of measurements and methodologies, the defining of commonly used statistical procedures and concepts, and the applications and use of the computer in research.

PY 20 Human Growth and Development 3-- 3

A study of the physical, physiological, social, and psychological development of the individual -- from conception to old age. **Prerequisite: PY 10 or PY 14.**

PY 21 Child Psychology 3 - 3

Emphasis on the theories of development, and the application, understanding, and guiding of development in normal children. **Prerequisite: PY 10 or PY 14.**

PY 22 Advanced Child Psychology 3 - 3

An expansion and continuation of the major topics in child psychology. Opportunity for individual projects and experiences with children will be provided. **Prerequisite: PY 21.**

PY 23 Adolescent Psychology 3 - 3

Adolescent as a cultural phenomenon and as a stage of development, understanding the impact of current trends, physical and sexual development of emerging youth in their search for identity. **Prerequisite: PY 10 or PY 14.**

PY 24 Adult Psychology 3 - 3

A study of the major theories of adult development, with emphasis on problems and pressures of the middle years. **Prerequisite: PY 20 or PY 21 or PY 23.**

PY 25 Psychological and Social Perspectives on Women 3 - 3

Objectives involve an increased awareness of the dimensions of self and personhood in relation to society and the examination and analysis of issues relative to current debate concerning the status of women and the humanistic concerns of feminism.

PY 26 Gerontology: the Psychology of Growing Old 3 - 3

A one semester course to introduce the student to psychological aspects of growing old in our society. Topics for investigation would include intelligence and memory, personality differences, altered life styles, disengagement theory, reactions to stress and loss through death. Emphasis would be on the normal aging process rather than the pathological.

PY 30 Psychology of Personality 3 - 3

Dynamic factors in personality formation are followed through approximate sequences of the life period. **Prerequisite: PY 10 or PY 14.**

PY 32 Psychology of Death and Dying 3 - 3

Through lectures, readings, discussion, and media, the student will explore psychological theory, research, and personal feelings concerning the dying process, suicide, grief, sudden death, and dying as it influences persons at different developmental stages. **Prerequisite: PY 10 or PY 14.**

PY 35 Abnormal Psychology 3 - 3

Normal, neurotic, and psychotic behavior and methods of psychotherapy will be reviewed. Techniques for maintaining optimal psychological health. **Prerequisite: PY 10 or PY 14.**

PY 36 Mental Health: A Social Psychological Perspective 3 - 3

The course will feature workshop discussions on the social, legal, political and ethical factors contributing to various views of mental health, social psychological theories, and social changes and interventions. **Prerequisite: PY 10, PY 35, and consent of Instructor.**

PY 40 Quantitative Methods II: Psychological Statistics 3 - 3

Introduction to applied statistics; statistical treatment of data; descriptive statistics; basic inferential statistics up to and including analysis of variance. **Prerequisite: PY 10 or PY 14.**

PY 41 Experimental Psychology 4 - 4

The scientific method, experimental designs, and laboratory methods in behavioral science, emphasizing laboratory experiments and scientific communication of results. **Prerequisite: PY 40 or permission of the Instructor.**

PY 42 Physiological Psychology 3 - 3
Relationship between behavior and the structure and function of the organism's nervous system; emphasis on the physiological basis of learning, motivation, emotion, motor activity, and perception. **Prerequisite: PY 10 or PY 14.**

PY 43 Perception 3 - 3
Principles related to man's awareness of his world. Topics to be considered will include psychophysics, the relationship between motivation and perception, the sensory bases of perception and localization in space. **Prerequisite: 15 credits in psychology.**

PY 45 Psychological Testing 3 - 3
Laboratory course in the theory, administration, and interpretation of group and individual tests used in studying certain behavior characteristics. **Prerequisite: PY 40 or PY 75.**

PY 48 History and Systems of Psychology 3 - 3
A consideration of contemporary psychology as seen in its historical perspective. The development of psychological concepts and theories will be traced from their antecedents in philosophy, theology, and the physical sciences. **Prerequisites: Junior or Senior standing, 15 credits in psychology.**

PY 50 Psychology of Learning 3 - 3
Principles and theories of learning, classical conditioning, operant conditioning, verbal learning, acquisition of motor skills. **Prerequisite: PY 10 or PY 14.**

PY 55 Group Dynamics 3 - 3
The nature and dynamics of interpersonal relationships are revealed in typical group settings such as classrooms, workshop seminars, and other discussion-oriented groups. Emphasis will be on both content and process as demonstrated in a laboratory learning environment. **Prerequisite: PY 10 or PY 14.**

PY 60 Industrial Psychology 3 - 3
Psychological principles and techniques used in selection and placement of employees: psychological tests; worker motivation and adjustment; training; morale; accident prevention; job efficiency. **Prerequisite: PY 10 or PY 14.**

PY 65 Social Psychology 3 - 3
Psychological constructs and concepts applied to the interaction between human beings. **Prerequisite: PY 10 or PY 14.**

PY 70 Educational Psychology 3 - 3
A psychological analysis of the educational process, including learning, motivation, socialization, testing, and cognitive, moral, and language development. **Prerequisite: PY 10 or PY 14.**

PY 71 Learning Theory and its Applications 3 - 3
The principles and theories of learning, as derived by both the laboratory psychologist and the educational researcher, as applied to various social settings, e.g. the classroom, the family, etc. **Prerequisite: PY 10.**

PY 73 Psycho-Social Problems of Urban Children 3 - 3
The experience of the inner-city child in relation to housing, schools, and teachers; emergence of "the alternative school" and other attempts to help children. Students will participate in a two-hour weekly seminar and work for at least five hours in the community. **Prerequisite: PY 10 or PY 14.**

PY 75 Tests and Measurements 3 - 3
A study of basic statistical concepts and techniques in measurement, with application to teacher-made tests and standardized tests used in education and psychology. **Prerequisite: PY 10 or PY 14.**

PY 77 Principles of Guidance 3 - 3
Introductory course for students interested in developing their helping relationship skills in a one-to-one relationship and/or group setting. **Prerequisite: PY 10 or PY 14.**

PY 84 Seminar in Developmental Psychology 3 - 3
Seminar dealing with contemporary problems in developmental psychology. Specific topics will vary from semester to semester. **Prerequisite: Permission of Instructor.**

PY 85 Practicum in Developmental Psychology 6 - 12

Experience in practical application of basic principles of human development. Students will work with staff in areas of mutual interest. Preference will be given to students who have taken PY 84. **Prerequisite: Permission of Instructor.**

PY 90 Independent Study 3 - 3

Independent Study is to be offered primarily to outstanding students of Junior or Senior standing and requires approval of the professor and of the Chairman of the Behavioral Sciences department. Independent Study may take the form of: Special advanced reading programs; problem identification and research; assistantships; acquisition of professional skills. Under no circumstances will independent study be substituted for regularly scheduled courses.

PY 95 Topics in Psychology 3 - 3

Seminar dealing with contemporary problems in psychology. Specific topics will vary from semester to semester, depending upon the instructor. Variable - permission of the Instructor.

RUSSIAN

ASSOCIATE PROFESSOR: John Burke

RU 10 Russian for Beginners I 3 - 4

Correct pronunciation, reading ability, and fundamentals of grammar and syntax. Russian gradually becomes the working classroom and laboratory language.

RU 11 Russian for Beginners II 3 - 4

RU 20 Intermediate Russian I 3 - 4

Remedial pronunciation, grammar variety, conversation, and laboratory practice. Readings stress U.S.S.R. life, customs, and culture. Russian is the working language. **Prerequisite: Two years of high school Russian or RU 11 and/or Instructor's permission.**

RU 21 Intermediate Russian II 3 - 4

Continuation of RU 20.

RU 36 Russian Literature in English Translation 3 - 3

A seminar on a specific topic from Russian literature (e.g. Dostoevski & Tolstoy; Soviet Literature etc.) Lectures and readings in English. Emphasis on significant works of Russian and Soviet literature. May be repeated for credit.

RU 37 Russian Culture and Soviet Life (in English) 3 - 3

An introduction to Russian life and culture as manifested in Russian geography, art, music, film and literature. National characteristics of the Russian people and their influence on Soviet institutions. Everyday life in the Soviet Union. Includes a significant audio-visual component.

RU 90 Independent Study in Russian

Open to students in the language with the permission of the supervising instructor and the Department Chairman. Meeting times and credit by arrangement.

SCIENCE

PROFESSOR: Donald Schmidt
ASSOCIATE PROFESSOR: Esmail Valanejad
ASSISTANT PROFESSORS: Norman Fredette, Karl Lindquist

SC 10, 11 Physical Science I and II 3 - 4 each

For the non-scientist. Emphasis is upon the the building of conceptual models, solving techniques, and the processes of science.

SC 12 Astronomy 3 - 4

A study of planetary motion, the sun, stars, and galaxies. An observing program. A background of algebra is assumed.

SC 15 Environmental Physical Science 3 - 4

The study of (1) the environment, (2) the effects of pollution on the environment, ecosystems, and natural balance and (3) relevant background material in physical science as needed. **Prerequisite: Physical Sci. I, Earth, Sea and Air, or equivalent.**

SC 81 Science in Elementary Education 3 - 4

Content, methods, and resources suggested by curriculum groups are examined and experiences developed that exemplify current thinking in science education.

SOCIAL SCIENCE DEPARTMENT

CHAIRMAN: Donald Norton

The Social Science Department offers courses in economics, history, geography,

and political science. These courses are listed under Economics, History, Geography, and Political Science.

SOCIOLOGY

COORDINATOR AND PROFESSOR:
Grainger Browning
ASSOCIATE PROFESSORS:
A. Orin Leonard, Harold Melvin
INSTRUCTOR: Patricia Macrides

The degrees of Bachelor of Arts and Bachelor of Science in Sociology require SO 10, and BS 10. SO 26 and SO 47 are strongly recommended. The remainder of the 36 semester hours in sociology courses, along with the appropriate prerequisites, are to be chosen in conjunction with the students advisor who will offer guidelines and recommend courses in view of potential employment, graduate work and general interest. The Bachelor of Arts degree requires foreign language proficiency at the second year college level.

SO 10 Introduction to Sociology 3 - 3
Structure and process in the organization of groups, with consideration of development, maintenance, and change variables. Prerequisite for all sociology courses.

SO 13 Social Research 3 - 3
This course develops skills in research concepts and techniques related to sociological study.

SO 15 Sociology of Language 3 - 3
A study of the influence of several factors on immigration modes including family, peer group, mass media, variations in interpersonal verbal and non-verbal norms. **Prerequisite: SO 10**

SO 26 Social Theory 3 - 3
Social philosopher precursors, social scientific theorists from Comte to Parsons, current sociological schools.

SO 44 Urban Sociology 3 - 3
The structure and function of cities in history and modern life.

SO 45 Community Analysis 3 - 3
The community as a social system. Field Study: observation and analysis of local communities.

SO 47 Social Research 3 - 3
The course proposes to develop an understanding and appreciation of problems, methods, and practical uses of social research through experience.

SO 50 Race and Ethnic Relations 3 - 3
An analysis of concepts and research useful for an understanding and evaluation of relations among ethnic and racial groups with particular emphasis on current black/white relations in America. **Prerequisite: SO 10.**

SO 51 Future Studies: Sociological Perspectives 3 - 3
A study of various systems currently in use for making future projections and familiarity with the current major writings in this area.

SO 62 Sociology of Religion 3 - 3
Structure and function of religious organization, beliefs, and practices. Current issues in American religion.

SO 63 Sociology of the Family 3 - 3
Structure and function of the family; trends and practical solutions to problems in family living.

SO 65 Industrial Sociology 3 - 3
A sociological study of industrial organizations and the process of industrialization. The impact of technology and related factors on work organizations will be analyzed. **Prerequisite: SO 10.**

SO 70 Social Problems 3 - 3
Consideration of major social problem areas such as energy, family, government, poverty, health, etc., from the viewpoint of gathering data for possible approaches.

SO 75 Criminology 3 - 3
A survey of the field of criminology including such topics as professional crime, organized crime, homicide, sex offenses, white collar crime, property offenses, juvenile delinquency, and the administration of criminal justice.

SO 76 Juvenile Delinquency 3 - 3
A critical examination of the major sociological theories of delinquency including an analysis of empirical studies. Attention will also be given to the juvenile judicial system and proposed treatment programs.

SO 80 Topic in Sociology 3 - 3
Offered for the supplementation and enrichment of offerings in the major. With permission this course may be taken more than once.

SO 85 Introduction to Anthropology 3 - 3
The study of cultures: Technology; economics; kinship; political structures; languages; and religion.

SO 86 Practicum in Sociology 6 - 16, 12 - 30
Provides a variety of field work experience under professional supervision or teaching aide experience.

SO 87 Senior Seminar in Sociology 3 - 3
Prepares students for GRE, reviews course material and complements student's overall knowledge of the field.

SO 90 Independent Study 3 - 3
Prerequisite: Approval of both advising Instructor and Department Chairman.

SPANISH

ASSISTANT PROFESSOR: Anthony Feroci
INSTRUCTOR: Jeannette Scharf

SP 10 Spanish for Beginners I 3 - 4
Correct pronunciation, reading ability, and fundamentals of grammar and syntax. Spanish gradually becomes the working classroom and laboratory language.

SP 11 Spanish for Beginners II 3 - 4
Continuation of SP 10.

SP 20 Intermediate Spanish I 3 - 4
Spanish America. **Prerequisite: SP 10 - 11 equivalent.**

SP 21 Intermediate Spanish II 3 - 4

SP 30 Spanish Civilization I 3 - 3
Prerequisite: SP 21 and/or Instructor's permission.

SP 31 Spanish Civilization II 3 - 3

SP 33 Spanish Literature I 3 - 3
A survey of Spanish and Spanish American literature; conducted in Spanish. **Prerequisite: SP 21 and/or Instructor's permission.**

SP 34 Spanish Literature II 3 - 3
Continuation of SP 33.

SP 35 Spanish Conversation and Composition 3 - 3
For students desiring greater fluency in speech and writing. Recommended for civilization and literature courses and foreign language specialization. **Prerequisite: SP 21 or Instructor's permission.**

SP 40 Practical Spanish for the Public Services Professional 3 - 3
Spanish for people in public services, human services, nursing, medical technology, special education, with special emphasis upon the cultural and psychological characteristics of Spanish speaking peoples.

SP 41 Practical Spanish for the Public Services Professional II 3 - 3
Continuation of SP 40 or Instructor's permission.

SP 88 Methods for Teaching Spanish in the Elementary School 3 - 3
Techniques and materials for use in elementary school. **Prerequisite: Minimum of 12 semester hours beyond beginner's level and permission of Instructor.**

SP 90 Independent Study in Spanish
Open to students in the language with the permission of the supervising Instructor and the Department Chairman. Meeting times and credit by arrangement.

SPECIAL EDUCATION

CHAIRMAN: Anne May
PROFESSORS: Rosemary Giovino, Anne May
ASSOCIATE PROFESSORS: William Brown, Katherine Flynn, Lawrence Gomes
ASSISTANT PROFESSORS: Carla Borg, Michele Zide
INSTRUCTORS: Michael Fiorentino, Sandra Miller-Jacobs

The Bachelor of Science in Special Education must include SE 21, 22, 70, 86; PY 10, 15, 21, 71, 75, 77; AR 28; MA 83; and ED 86; and four electives in Special Education which are chosen from courses SE 23 through SE 69 and SE 90. Courses offered by the Industrial Technology Department for Special Education are acceptable as Special Education electives.

SE 21 - 22 Nature and Needs of Exceptional Children I and II 3 - 3 each
Etiology, classification, problems of children who have physical disability, mental retardation, emotional or social difficulties,

giftedness. Clinical observations and consultations.

SE 25 Drugs and Schooling 3 - 3
A study of the history of drug use among school age children and adults. The student will also study various preventive and treatment modalities implemented to effect young children, adolescents, and adults who experience drug related problems.

SE 26 Affective Education 3 - 3
A study of various Affective Education Programs designed to deal with concerns related to the affective-psychological development of children. Utilizing a process orientated approach, the student will develop a sequence of affective objectives appropriate for a defined population and integrate academic objectives into such a unit of study. (A practicum experience in elementary or special education.)

SE 30 Habilitation and Rehabilitation of the Special Child 3 - 3
An analysis of the adaptive problems of the handicapped child and adult.

SE 35 Behavior Management in the Classroom II 3 - 3
Students identify and develop solutions to classroom behavior problems of children. A variety of factors that effect the development of behavior patterns in children and the role that the teacher, school, and home plays in this development are discussed. Emphasis is placed on techniques for changing or managing behavior in the classroom.

SE 40 Issues in Mainstreaming 3 - 3
Course is designed for Early Childhood and Elementary education majors as a post student-teaching elective. The issues will be applied to the public school system as they relate to the special needs child. Topics will include litigation, Chapter 766, mainstreaming, teacher expectations, accountability, the educational plan, reporting procedures, peer tutoring, human resources, and program models.

SE 41 Severely and Profoundly Handicapped 3 - 3
Emphasis on special content, methodology, and development of community programs. **Prerequisite: SE 21 and SE 22.**

SE 50 Early Learning Experiences for Exceptional Children 3 - 3
While working with young children through a practicum lasting 10 to 12 weeks, the student focuses on play as a means of working with these pre-school special children.

SE 62 The Nature and Needs of the Multiple-Handicapped 3 - 3
This course deals with theoretical issues, diagnosis, field work, and planning of instruction for children with multiple handicaps. Specialized methods of evaluation in perceptional, motor, language, and tactile functioning will be emphasized. Students will plan strategies to teach motor, perceptional, language and life skills. Students will analyze a task, define the components of the task and identify related tasks utilizing similar skills. **Prerequisites: SE 21 and SE 22.**

SE 63 Problems in Language Arts for Special Education 3 - 3
Students identify, develop, use resources related to classroom problems in language areas. Stages of development and deviations of exceptional children are emphasized.

SE 64 Seminar in Special Education 3 - 3
Educational research and study of problems in Special Education. Students appraise and apply resources in development of their research problem.

SE 65 Secondary Education Programs for the Exceptional Youth 3 - 3
Lectures, discussions, observations and readings for an understanding of how the secondary school can serve the exceptional youth.

SE 66 Language Development and Speech 3 - 3
In this course students will:
(a) Explain normal development of auditory receptive language and auditory expressive language from birth to 7 years;
(b) Analyze linguistic development, phonology, morphology, and syntax;
(c) Compare and contrast various theories of language acquisition;
(d) Select and administer instruments to diagnose receptive and expressive deficits, interpret the results, and plan teaching strategies.
Prerequisite: Juniors and Seniors.

SE 67 Program Development for Children with Learning Problems 3 - 3
In this course students will:
(a) Explain the Myklebust model of

language behavior and determine dysfunctionings in factors associated with language development;

(b) Critically evaluate the research and literature relating to the development of linguistic and perceptual-motor performance;

(c) Interpret, compare, and contrast the theories regarding diagnosis and treatment of learning disabilities;

(d) Select and administer evaluative measures in the cognitive, perceptual and psychomotor domains;

(e) Plan and write education programs for individual children with moderate to severe handicaps based on assessment data;

(f) Make application of the principles of diagnosis and remediation and the theoretical formulations having relevance for learning disabilities in situations dealing with children in the public schools.

Prerequisite: The Integrated Professional Program (Fusion)

SE 68 Group Process and Counseling of Children with Mild to Moderate Special Needs 3 - 3

Goals of individual adjustment of exceptional children, evaluation of techniques for gathering and utilizing information, and principles and techniques of using such material in counseling children.

SE 69 Community Resources for the Exceptional Child 3 - 3

Identification of agencies, practices, and personnel, development of models, simulation of roles, and production of a guide.

SE 70 Integrated Professional Program 15 credits

The integrated program in the Department of Special Education is an effort to move the preparation of special education teachers from a college-based program to educational settings in the community. In this setting students will have constant interaction among academic observational and participatory experiences. When a concept or technique is introduced academically, the student will observe a demonstration and engage in practice where he/she can receive guidance, immediate feedback, and further demonstrations. In addition, he/she may raise questions based on his/her academic and participatory experiences and will have the opportunity to share ideas, problems, and learnings with other professionals. This program is an attempt to prepare teachers to best meet the educational/social needs of non-integrated and integrated children who manifest learning/behavior problems. The program can be viewed in terms of courses and credits. The learnings will go on in activities planned and will not necessarily mean that formal lecture courses are being given. Students enrolled in this course will observe the Spring Vacation of the participating school, not the College Spring Vacation.

SE 86 Student Teaching 12 SH

One of the significant aspects of the curriculum is student teaching. All students are assigned to two student teaching stations, each nine weeks in length, and at either the elementary or the secondary level as appropriate. One station is in a "Special Needs" room. The other is a regular classroom that is not a special needs room. The cooperating teachers selected for this program have been carefully screened in respect to certification requirements, their ability as teachers, and their identification with the program. Each student assumes complete classroom responsibility in each station guided by the cooperating teacher and the college supervisor. Students receive certification as elementary teachers with approval as special education teachers.

SE 90 Independent Study 3 SH

Review, development, and synthesizing of a problem in special education. Open to juniors and seniors with permission of Instructor.

SPEECH

ASSISTANT PROFESSORS: Eugene Casassa, Robert Welch
INSTRUCTOR: Isa Engleberg

SH 01 Speech Improvement 1 - 1

Remedial course. Students are assigned after diagnosis and recommendations of need for speech improvement. Individual and group therapy.

SH 10 Introduction to Speech Communication 3 - 3

An introduction to the theory and practice of interpersonal and public communication. Topics include: communication theory, self-concept, perception, language, listening, nonverbal communication, and public speaking. Meets General Education speech requirement.

SH 12 Business and Career Communication 3 - 3

Practical application of theory and methods of organizational communication to business and career communication problems. Emphasis is placed on those aspects particu-

larly important to a person planning to work for and/or within an organization including such skills as informative and persuasive briefings, interviewing, and conference techniques. Meets General Education speech requirement for students in business and career-oriented majors.

SH 14 Group Discussion and Conference Techniques 3 - 3
The fundamentals of group discussion in private and public settings including approaches to structuring groups, interpersonal relationships, evidence and reasoning, group and conference leadership, and extensive practice in varied group situations. Meets general education speech requirements.

SH 16 Public Speaking 3 - 3
Development of skills and assurance in public speaking through the preparation and presentation of specific forms of public address impromptu, extemporaneous, informative, persuasive, and special occasion speaking. Emphasis on audience analysis, rhetorical strategies, and performance. Meets General Education speech requirement.

SH 18 Interpersonal Communication 3-3
Study of theory and application of interpersonal communication with emphasis on the face-to-face spontaneous interaction of people in everyday life. Particular attention is given to helping students acquire greater control over their own interpersonal behaviors as speaker and listener as well as communication analyst. Meets General Education speech requirement only with permission of Instructor and student's advisor.

SH 20 Argumentation and Debate 3 - 3
Projects in argumentation and debate with emphasis on analysis, research, evidence, strategies, briefing, refutation, and the delivery of debates on representative questions.

SH 21 Intercollegiate Debate and Forensics 1 - 1
Opportunities for study and participation in debate and forensic speaking activities.

SH 24 Voice and Diction 3 - 3
Examination of the elements of vocal production and presentation with special emphasis on the study and application of phonetics and phonetic transcription as a tool for analysis and vocal improvement. Designed for students desiring to improve their voice and diction quality, accuracy, and clarity rather than a course for students with remedial problems.

SH 25 Career Speech Problems 3 - 3
The theory and practice of basic interviewing techniques in such areas as education, business, counseling, and employment. The process of interviewing will be examined from the point of view of the interviewee and interviewer with special concentration on each student's personal and professional interests.

SH 36 Persuasion 3 - 3
An analysis of persuasive techniques in theory and practice, with particular emphasis on those used by communicators attempting to gain public acceptance.

SH 27 Communication Theory 3 - 3
An investigation of modern communication theories through current literature and research. Allied work in sociological, psychological, and philosophical concepts of communication.

SH 28 Rhetorical Criticism 3 - 3
Exploration of approaches to the rhetorical criticism of significant speeches and speech movements, past and present. Includes rhetorical, literary, historical, linguistic, and quantitative methods of criticism.

SH 42 Children's Theatre 3 - 3
An introductory course in theatre for children, its principles and practices. Covers aspects of play production for juvenile audiences: script selection and evaluation, directing, acting, and staging techniques.

SH 43 Mime and Movement in Theatre 3 - 3
A workshop-oriented course utilizing the basic techniques of theatrical mime and movement with emphasis on developing each student's potential for effective physicalization on the stage.

SH 90 Independent Study 3 - 3

PERSONNEL DIRECTORY

ADMINISTRATION

Office of the President

VINCENT J. MARA, President
B.S.Ed., Ed.M., Worcester State College; Ph.D. University of Connecticut. 1976

LAWRENCE A. QUIGLEY, Executive Vice President (Leave of Absence)
B.A., Iona College; M.A., Ph.D., Fordham University. 1968

FRANCIS J. PILECKI, Academic Dean
A.B., St. John Fisher College; M.Ed., Ed.D., University of Rochester. 1974

WILLIAM H. FITZGIBBON, Acting Dean of Students
B.S.Ed., Ed.M., Fitchburg State College; M.N.S. Worcester Polytechnic Institute. 1953

JOHN J. BOURSY, Dean of Administration
B.S., Holy Cross College; M.B.A., Clark University. 1964

CARLETON J. LAPORTE, Staff Assistant to the President
A.B., M.A., Assumption College; J.D., Boston University. 1969

FRANCIS X. GUINDON, Director of Research, Planning and Development
A.B., Notre Dame University; M.Ed., Bridgewater State College; Ed.D., Harvard University. 1970

THOMAS COATES, Director of Personnel Services
B.S., Western Michigan College; J.D., New England College of Law. 1974

THOMAS S. SPRAGUE, Director of Information Services
B.A., Syracuse University. 1977

ROY HALL, III, Director of Data Processing
B.S., Framingham State College. 1977

BOARD OF TRUSTEES OF THE MASSACHUSETTS STATE COLLEGES

Name	Town	Year Term Expires
George H. Ellison, Chairman	Dover	1/24/79
Arthur J. Gartland, Vice Chairman	N. Scituate	1/24/81
T. Dustin Alward	Randolph	1/24/78
Ruth L. Briggs	Walpole	1/24/79
John M. Cataldo	Weston	1/24/80
Ellen DiMattio	Quincy	6/30/77
Carlton W. Edmonds, Jr.	Springfield	1/24/77 (Serving on temporary basis)
Alette E. Reed	Brookline	1/24/81
Janet C. Slovin	Worcester	1/24/81
Helen C. Vanderbilt	Williamstown	1/24/78
Leroy Keith, Jr. (Ex-Officio)	Boston	
James J. Hammond, Chancellor (Ex-Officio)	Boston	

Academic Affairs

FRANCIS J. PILECKI, Academic Dean
A.B. St. John Fisher College; M.Ed., Ed. D. University of Rochester. 1974

CHRISTINE COSGROVE, Dean of Undergraduate Studies
A.B. Mt. Holyoke College; M.S., Ph.D. Georgetown University. 1971

JOHN F. NASH, Dean of Graduate and Continuing Education Studies
A.B., M.S. Boston College; Ed.M. Boston University; Ed.D. Syracuse University. 1958

JOSEPH A. ANGELINI, Director of Admissions
B.S. Providence College; M.Ed. Boston College; C.A.G.S. Boston University. 1958

GEORGE J. AZIZ, Registrar
B.S. Boston University; Ed.M. Worcester State College. 1970

WILLIAM T. CASEY, Director of Library
B.S., M.A. Boston College; M.S. Simmons College. 1967

RICHARD F. CONDON, Principal, McKay Campus School
B.S., M.Ed. Fitchburg State College. 1959

OSCAR W. HARRELL, II, Assistant Director of Admissions, Director of Alternatives for Individual Development
B.A. Virginia Union University; M.A., C.A.G.S. Assumption College. 1974

ROBERT R. LEE, Director of Professional Experiences
B.S. University of San Francisco; M.A. San Francisco State College; Ed.D. Harvard University. 1970

NORMAN C. LOCKE, Director of Instructional Media
B.A., M.Ed. Boston University. 1971

LAWRENCE A. OVIAN, Director of Field Services
A.B. Bates College; Ed.M. Pennsylvania State University; Ed.D. University of Massachusetts. 1971

ROBERT W. GREENE, Associate Registrar
B.S. Worcester State College; M.Ed. Northeastern University; Ph.D. University of Connecticut. 1960

WILFRED E. PARO, Associate Director of Admissions
B.S. Arnold College; M.Ed. Boston University. 1970

BRIAN F. CLARE, Assistant Director of Instructional Media
A.S. Greenfield Community College; B.S. Fitchburg State College. 1971

JOHN J. MAZEIKA, Assistant Principal, McKay Campus School
B.S. College of the Holy Cross; M.Ed. Boston College. 1966

ALFRED M. LEE, III, Staff Assistant, Media Engineering and Production Services
B.A. Brooklyn College; M.F.A., Rutgers University. 1976

PAUL E. McKENNA, JR., Staff Assistant, Film Specialist
B.A. University of Massachusetts. 1974

Office of the Dean of Administration

JOHN J. BOURSY, Dean of Administration
B.S., Holy Cross College; M.B.A., Clark University. 1964

MICHAEL T. RIVARD, Director of Fiscal Affairs
A.A., Worcester Junior College; B.S., Boston University; M.A.B., Anna Maria College. 1966

EDWARD F. LEARY, Bursar
B.S. in B.A., Boston University; M.Ed., Fitchburg State College. 1971

JOHN STROHBEEN, Superintendent of Buildings and Grounds
B.S., Massachusetts Institute of Technology. 1970

J. DAVID McGUIRK, Staff Assistant for Administrative Services, Campus Police. 1969

Office of the Dean of Students

WILLIAM H. FITZGIBBON, Dean of Students
B.S.Ed., Ed.M., Fitchburg State College; M.N.S. Worcester Polytechnic Institute. 1953

A. JANE ROGERS, Associate Dean of Students
B.S.Ed., The Ohio State University; M.A., The Ohio State University; J.D., Golden Gate University School of Law. 1977

SHEILA A. SHAFFER, Director of Financial Aid
B.S., Boston University. 1977

RAYMOND E. BRYANT, Director Career Planning and Placement
B.S.Ed., Fitchburg State College; M.Ed., California State College. 1971

RAOUL REBILLARD, Director of Campus Center
B.S., University of Maryland; M.S., Southern Connecticut State College. 1975

JAMES E. WILEY, Director of Housing
B.A., Rutgers — The State University of New Jersey; M.A., Ohio State University. 1976

FACULTY

LYNN T. ACKLER A.B. Ohio State University; A.M. Washington State University; Ph.D. Lehigh University. Associate Professor, Mathematics. 1971

BONITA C. ADAMS B.A. Salem State College; M.A. Northeastern University. Assistant Professor, McKay Campus School. 1974

ROSE ANN ADDORISIO - B.S. Ed., M.Ed. Fitchburg State College. Assistant Professor, McKay Campus School. 1969

ROBERT ALLEN B.S. State University College at Oswego, N.Y.; M.S. Bowling Green University. Instructor, Industrial Arts. 1975

NEAL ANDERSON A.B., M.S. University of Utah; Ph.D. Cornell. Associate Professor, Biology. 1970

JAMES ANDREWS A.S. North Shore Community College; B.S. Ed., M.Ed. Fitchburg State College. Instructor, Industrial Arts. 1975

JOSEPH A. ANGELINI A.B. Providence College; Ed.M. Boston College; C.A.G.S. Boston University. Director of Admissions and Assistant Professor, Mathematics. 1958

HENRY ARES B.A. University of Moncton (Canada); M.Ed. Fitchburg State College. Assistant Professor, McKay Campus School. 1970

LAWRENCE ARNOLD B.A. King's College; M.A. Fordham University; Ph.D. Trinity College (Dublin). Associate Professor, History. 1968

ELMER ARSENAULT B.E. Tufts University; M.F.A. Syracuse University. Associate Professor, Art. 1958

LILLIAN BANNON B.S. Nursing Ed. Boston College School of Nursing; M. Ed. Boston College; M.A. Assumption College. Associate Professor, Nursing. 1962

PATRICIA BARBARESI B.S. Ed. Fitchburg State Teachers College; M.A. University of Connecticut; Ed.D. Cornell University. Professor, Education. 1965

JAMES BARBATO A.B. Assumption College; M.A. Clark University; Ph.D. Boston University. Assistant Professor, Geography. 1972

WILLIAM BARKER A.B. Boston University; M.A. Brandeis University; Ph.D. Brandeis University. Chairman and Associate Professor, English. 1971

THOMAS BATTINELLI A.A., B.S. Boston University; M.Ed. Boston College; Ed.D. Boston University. Chairman and Professor, Physical Education. 1960

ALAN BERNSTEIN B.A. Hofstra University; M.A. University of New Hampshire; Ph.D. Tufts University. Associate Professor, Psychology. 1969

HOWARD BESNIA A.B. Clark University; B.F.A., M.F.A. Yale University. Associate Professor, Industrial Arts. 1960

GEORGE BOND A.B. Dartmouth College; M.S., Ph.D. University of Rhode Island. Assistant Professor, Biology. 1973

CARLA BORG B.A. West Virginia Wesleyan College; M.Ed. Boston State College. Assistant Professor, Special Education. 1969

COLIN BOURN A.B. St. Michael's College; M.Ed. Fitchburg State College; M.A. University of Massachusetts. Assistant Professor, English. 1965

WILLIAM BOWERS B.S. Ed. Eastern Michigan University; M.S. Michigan State University; Ed.D. University of Massachusetts. Associate Professor, Communications/Media. 1964

GEORGE BREEN A.B., M.Ed., Ed.D. Clark University. Assistant Professor, Psychology. 1972

WILLIAM BROWN B.S.G.E. University of Omaha; Ed.M., Ed.D. Boston University. Associate Professor, Special Education. 1972

GRAINGER BROWNING. A.B. Shaw University; M.A., Ph.D. Boston University. Professor, Sociology. 1966

STANLEY BUCHOLC B.A. Glassboro State College; M.A., Ed.D. W. Virginia University. Assistant Professor, Industrial Arts. 1976

JUDITH BUDZ B.A. University of Michigan; M.A. Tufts University; Ph.D. Northwestern University. Associate Professor, English. 1974

JOHN BURKE A.B. Boston College; A.M. Fordham University; Ph.D. Brown University. Associate Professor, Russian and German. 1969

RUTH BUTLER B.A. Saint Joseph College; M.A. Trinity College; Ph.D. Yale University. Professor, Mathematics. 1970

JOSEPH CARPENTER B.S. Ed. Fitchburg State Teachers College; Ed.M. Worcester State Teachers College; C.A.G.S. University of Connecticut. Associate Professor, Industrial Arts. 1957

NORMAN CARSON B.S., M S. State University College of New York at Brockport. Assistant Professor, History. 1964

TERESA CARSTEN B.S. State University of New York; Ed.M. Boston University. Assistant Professor, Communications/Media. 1974

EUGENE CASASSA B.S. Ed. Fitchburg State College; M.A. Columbia University. Assistant Professor, Speech. 1958

GEORGE CASE B.A. College of Wooster; M.A. University of Massachusetts. Assistant Professor, English. 1964

ROBERT CHAMPLIN B.S. Bridgewater State College; Ed.M. Boston University; Ph.D. Ohio State University. Associate Professor, Geography. 1972

JOHN CLARK B.A. American International College; M.A. Clark University. Assistant Professor, History. 1962

ROBERT W. CLARK A.B. Brown University; M.Ed. State College at Bridgewater; M.A. Rutgers University. Chairman and Assistant Professor, Mathematics. 1967

GEORGE CONDIKE A.B. DePauw University; Ph.D. Cornell University. Professor, Chemistry. 1947

RICHARD F. CONDON B.S. Ed., Ed.M. Fitchburg State Teachers College. Principal and Instructor, McKay Campus School. 1959

NICHOLAS COPOULOS B.S., M.Ed. Boston University. Assistant Professor, Mathematics. 1957

CHRISTINE COSGROVE A.B. Mt. Holyoke College; M.S., Ph.D. Georgetown University. Dean of Undergraduate Studies and Associate Professor, Mathematics. 1971

HARRY CROWLEY B.S. Bates College; Ed.M., Ed.D. Boston University. Chairman and Professor, Behavioral Sciences. 1956

LEE CUNNINGHAM B.S. Springfield College; M.Ed. University of Massachusetts. Assistant Professor, Physical Education. 1967

MARION CUSHMAN B.S. Ed. Boston University; M.Ed. Harvard University; C.G.S. Columbia University Teachers College. Assistant Professor, McKay Campus School. 1950

ELIZABETH CZAPRAN B.S., M.Ed. University of Massachusetts. Instructor, McKay Campus School. 1972

FREDERIC DAVIS B.S.E.E. University of Connecticut; M.S., Ph.D. University of Massachusetts. Associate Professor, Biology. 1967

RICHARD DECESARE B.S. Holy Cross College; M.A., Ph.D. Boston College. Associate Professor, Philosophy. 1962

LEE DENIKE B.A., M.A. State University of N.Y. at Albany; M.Ed. State University of N.Y. at Buffalo; Ph.D. Kent State University. Chairman and Associate Professor, Communications/Media. 1974

HAROLD DESMOND B.S., M.Ed. Fitchburg State College; C.P.G.S.P. Boston College. Assistant Professor, McKay Campus School. 1967

STANLEY DICK A.B. Brooklyn College; M.A., Ph.D. Harvard University. Chairman and Associate Professor, Biology. 1971

EDWARD DONNELLY B.S.Ed., Ed.M. Fitchburg State Teachers College; Ed. D. Boston University. Chairman and Professor, Industrial Arts. 1951

JOYCE DOWNEY B.S. Bridgewater State College; Ed.M. Boston University. Assistant Professor, Physical Education. 1971

VIRGINIA DOYLE B.S.N. Boston College School of Nursing; M.S. Catholic University of America; M.Ed. Fitchburg State College. Assistant Professor, Nursing. 1967

EDWARD DRISCOLL B.S.Ed., Ed.M. Fitchburg State Teachers College; Ph.D. University of Connecticut. Professor, Industrial Arts. 1956

RITA DRISCOLL B.S. Clark University; M.S., C.A.G.S. Boston University. Associate Professor, Nursing. 1964

JOHN DUFAULT A.B. Assumption College; M.S. University of Massachusetts; Ph.D. Boston College. Associate Professor, Psychology. 1972

JOSEPH DURANT A.B., M.A., Ed.D. Boston College. Professor, Eduation. 1962

ISA ENGLEBERG B.A. George Washington University; M.A. University of Maryland. Instructor, English. 1976

HAROLD ENZIAN B.S. Oswego State College; M.A. Kent State University; Ph.D. Ohio State University. Associate Professor, Industrial Arts. 1967

ERNEST FANDREYER MA/MSC University of Bonn. Assistant Professor, Mathematics. 1968

JOSEPH FARIAS B.S. Ed., Ed.M. Fitchburg State Teachers College. Assistant Professor, Industrial Arts. 1961

ANTHONY FEROCI B.A. Suffolk University; M.A. Middlebury College. Assistant Professor, Spanish. 1968

JOSEPH FINKEL A.B. University of Massachusetts; A.M. University of Chicago. Assistant Professor, English. 1969

MICHAEL FIORENTINO, JR. B.S. Fitchburg State College; M.Ed. Boston University. Instructor, Special Education. 1975

WILLIAM FITZGIBBON B.S. Ed., Ed.M. Fitchburg State Teachers College; M.N.S. Worcester Polytechnic Institute. Dean of Students and Associate Professor, Science. 1953

KATHERINE FLYNN B.S.Ed., M.Ed. Fitchburg State Teachers College; C.A.G.S. University of Connecticut. Assistant Professor, Special Education. 1959

RINA FOLMAN B.A. City College of New York; M.A., Ph.D. Boston University. Assistant Professor, Psychology. 1973

NORMAN FREDETTE B.S. University of Massachusetts; M.Ed. Harvard University. Assistant Professor, Physics. 1967

DONALD FREEBURG B.S. Pennsylvania State University; M.A. Bowdoin College. Assistant Professor, Mathematics. 1965

DONNA FRIEDMAN B.F.A. Hunter College; M.F.A. University of Pennsylvania. Assistant Professor, Art. 1973

ROBERT FRITZ B.F.A. Syracuse University; M.A., Ed.D. Columbia University. Associate Professor, Art. 1961

ROBERT GARDULA B.A. Bridgewater State College; M.A., Ph.D. Clark University. Assistant Professor, Geography. 1973

EVERETT GARVIN A.B. Antioch College; M.S. Tulane University; Ph.D. Washington University. Professor, Psychology. 1967

JOHN GAUMOND B.S., M.Ed. Worcester State College; M.A. Syracuse University. Assistant Professor, McKay Campus School. 1969

LILLIAN GERECKE B.S. Simmons College; Ed.M. Fitchburg State College. Librarian, McKay Campus School. 1970

ROSEMARIE GIOVINO B.S. in Ed. Lowell State College; Ed.M., Ed.D. Boston University. Professor, Special Education. 1972

PAUL GIRLING A.B. Ottawa University; B.D., S.T.M. Andover Newton Theological School; M.A., Ed.D. Colorado State College. Associate Professor, Psychology. 1968

RICHARD GLIDEWELL B.A., M.A. Northern Illinois University; Ph.D. Southern Illinois University. Assistant Professor, Philosophy. 1973

ALAN GOLDMAN A.B. Brown University; M.A. University of Pennsylvania; Ph.D. Brown University. Assistant Professor, Government. 1971

LAWRENCE GOMES B.A. Northeastern University; M.E. Boston College; Ed.D. Boston University. Associate Professor, Special Education. 1976

ESTHER GOVE B.A.L.A., M.A. University of New Hampshire; M.S.L.S. Simmons College. Catalog Librarian. 1964

TERRY GRABAR B.A. Wellesley College; M.A., Ph.D. University of Michigan. Professor, English. 1970

ANNE GREEN B.A. Emmanuel College; M.Ed. Fitchburg State College. Assistant Professor, Education. 1964

PHYLLIS GREEN R.N. St. Vincent Hospital; B.S. St.Louis University; M.Ed. Clark University; Ph.D. Boston College. Associate Professor, Nursing. 1976

ROBERT W. GREENE B.S. Ed. Worcester State Teachers College; M.Ed. Northeastern University; Ph.D. University of Connecticut. Associate Registrar and Assistant Professor, Education. 1960

JOSEPH GRIFFIN B.S., Ph.D. Pennsylvania State University. Assistant Professor, Mathematics. 1973

FRANCIS X. GUINDON A.B. University of Notre Dame; M.Ed. Bridgewater State College; Ed.D. Harvard University. Director of Research, Planning and Development, and Professor, Education. 1970

JEANNE HAMBRIGHT B.S. Millersville State College; Certificate Marburg University, Germany; M.A., Ph.D. Tufts University. Assistant Professor, French and German. 1970

MARY HANLEY B.A. College of St. Catherine; M.Ed. California State College; Ed.D. Boston University. Assistant Professor, Psychology. 1974

ERLING HANSON B.S.Ed., Ed.M. Fitchburg State Teachers College. Assistant Professor, Industrial Arts. 1960

SOPHIA HARRELL B.S.N. Winston-Salem State College; M.S. Boston University; M.A. Assumption College. Assistant Professor, Nursing. 1970

WALTER HARROD B.S.Ed., Ed.M. Fitchburg State Teachers College; C.A.G.S. University of Connecticut. Associate Professor, Industrial Arts. 1947

MARTHA HARTER B.S. DePauw University; M.S. Boston University. Instructor, Nursing. 1975

ELIZABETH HASKINS B.S., M.S. Massachusetts Institute of Technology; M.A. Radcliffe College. Associate Professor, Mathematics. 1947

DOUGLAS HEBB A.B. Union College; A.M. University of California (Berkeley). Assistant Professor, History. 1965

LEO HINES A.B., M.A. Boston College; Ph.D. University of Wisconsin. Associate Professor, English. 1969

KATIE HOUSTON B.A. Hollins College; M.Ed. University of Massachusetts. Instructor, McKay Campus School. 1973

RICHARD HOUSTON A.B. Brown University; M.A. Clark University. Instructor, Early Childhood Education. 1974

DONALD ISAAC B.A. City College of New York; M.A., Ph.D. Clark University. Professor, Psychology. 1971

EVERETT ISRAEL B.S. State University of New York At Oswego; M.A. University of Maryland; Ed.D. West Virginia University. Professor, Industrial Arts. 1964

ESSIE MAE JACKSON B.S.Ed. Alcorn College; M.Ed. State College at Fitchburg. Assistant Professor, McKay Campus School. 1966

GEORGE JAMES B.A., M.Ed. Fitchburg State College; Ed.D. University of Massachusetts. Professor, Industrial Arts. 1970

WALTER JEFFKO B.S. University of Bridgeport; M.A., Ph.D. Fordham University. Associate Professor, Philosophy. 1970

JAMES JELLISON B.S., M.S. Northeastern University. Instructor, McKay Campus School. 1972

CAROL JENKINS B.S., M.Ed. Northeastern University. Instructor, McKay Campus School. 1974

DAVID KELLEY B.S. Salem State College; M.L.S. Simmons College. Librarian. 1977

JOHN KELLY B.A. University of Michigan; M.A. Columbia University. Instructor, Communications/Media. 1973

RICHARD KENT B.M.E. Drake University; M.M. New England Conservatory of Music; Mus.A.D. Boston University. Professor, Music. 1947

WILLIAM KEOUGH A.B. Harvard University; M.A., M.F.A. Iowa University; Ph.D. University of Massachusetts. Associate Professor, English. 1969

DAVID KILPATRICK B.S. Bridgewater State College. Instructor, McKay Campus School. 1976

MARY CHRISTINE KING B.S. University of Maryland; M.S. Boston University. Instructor, Nursing. 1976

HOWARD KINGSLEY A.B. Oberlin College; A.M. Boston University; Ed.D. Boston University. Assistant Professor, Education. 1974

ROBERT KOKERNAK B.S. Worcester Polytechnic Institute; M.S. Stanford University; Ph.D. Worcester Polytechnic Institute. Assistant Professor, Industrial Arts. 1974

LIANA KOLB A.B. Douglass College; B.S. Fitchburg State College; M.S. Boston University. Assistant Professor, McKay Campus School. 1971

DIANA KOLBEN B.M. Oberlin Conservatory; M. Music Boston University. Instructor, McKay Campus School. 1975

STANLEY KRANE B.S. City College of New York; M.S. Michigan State University; Ph.D. California Institute of Technology. Assistant Professor, Biology. 1975

ELIZABETH KRUCZEK B.S. in Ed. Boston University; M.Ed. Worcester State College. Assistant Professor, Physical Education. 1966

RICHARD KRUSE B.A., M.Ed. Boston University. Assistant Professor, Psychology. 1967

THEODORE LAPIERRE B.S. Ed. Plymouth Teachers College; M.Ed. University of New Hampshire. Associate Professor, Physics. 1961

CARLETON H. LAPORTE, JR. A.B., M.A. Assumption College; J.D. Boston University. Staff Assistant to the President and Assistant Professor, History and Political Science. 1969

ROSEMARY LAWSON B.A. Upsala College; M.Ed. Newton College of Sacred Heart. Instructor, McKay Campus School. 1974

ROBERT R. LEE B.S. University of San Francisco; M.A. San Francisco State College; Ed.D. Harvard University. Director of Professional Experiences, and Professor, Education. 1970

A. ORIN LEONARD B.A. Wesleyan University; B.S. School of Library Science, Columbia University; M.A., Ed.D. Teachers College, Columbia University. Associate Professor, Sociology. 1952

BARRY LIGHT B.A. Lebanon Valley College; M.A. Louisiana State University; Ph.D. Pennsylvania State University. Assistant Professor, Mathematics. 1973

KARL LINDQUIST B.A., M.Ed. University of Maine; M.S. Worcester Polytechnic Institute. Assistant Professor, Physics. 1963

LOUIS LORENZEN B.S.Ed. Bowling Green State University; M.Ed. Bridgewater State College; M.A.T.F.A. Assumption College. Assistant Professor, McKay Campus School. 1965

DORIS LYSTILA B.S. in Ed., M.Ed. Fitchburg State College. Assistant Professor, McKay Campus School. 1965

GLENDON McALISTER B.A. Bates College; M.Ed. Bridgewater State College. Instructor, McKay Campus School. 1974

MARIE McALLISTER A.B. Good Counsel College; M.A. Brown University. Assistant Professor, English. 1969

MURIEL McAVOY B.A. Radcliffe College; A.M., Ph.D. Boston University. Professor, History. 1965

DONNA-LEE McCABE B.S. University of Rochester; M.Ed. Boston University. Assistant Professor, Psychology. 1970

MARILYN McCAFFREY B.Ed. Rhode Island College; M.A. Brown University; Ed.D. Boston University. Associate Professor, English. 1971

ROBERT McDERMOTT B.S. Ed., M.Ed. Fitchburg State Teachers College. Instructor, McKay Campus School. 1960

MARGARET McDOWELL B.S.Ed., M. Ed. Fitchburg State Teachers College. Assistant Professor, McKay Campus School. 1950

JOHN McGRAIL A.B. Holy Cross College; A.M. Boston College. Assistant Professor, English. 1963

JOHN McNANEY B.S. Ed., Ed.M. State Teachers College at Fitchburg; Ph.D. University of the Pacific. Chairman and Professor, Chemistry. 1958

FRANCIS McSHERRY A.B. Clark University; M.A.T. Assumption College. Assistant Professor, McKay Campus School. 1968

PATRICIA MACRIDES B.A. Simmons College; M.A. Northeastern University. Instructor, Sociology. 1973

JOHN MAGNASCO B.S., Ed.M. Boston University. Assistant Professor, Communications/Media. 1970

RICHARD MAKI B.S. Fitchburg State College. M.Ed. University of Florida. Assistant Professor, McKay Campus School. 1969

DAVID MALONEY B.S. Ed. Worcester State College; M.A. Assumption College. Assistant Professor, Psychology. 1970

ELIZABETH MANEY B.S. Ed., Boston University; M.Ed. Fitchburg State College. Assistant Professor, McKay Campus School. 1958

JEAN MANSFIELD B.S., M.S., C.A.G.S. Boston University. Assistant Professor, Nursing. 1973

FRANCES MARSHALL B.S. Simmons College. Instructor, McKay Campus School. 1964

EDWARD MARTENS B.S., M.S., Ph.D. Massachusetts Institute of Technology. Assistant Professor, Industrial Arts. 1971

ANNE MAY B.S.Ed. Fitchburg State College; Ed.M., Ed.D. Boston College. Chairman and Professor, Special Education. 1956

BARBARA MAY B.S. Nursing, Boston College; M.Ed. Fitchburg State College; M.S. Boston University. Instructor, Nursing. 1974

ELIZABETH MAY B.S. Ed. Fitchburg State Teachers College; M.S.N. Boston College. Associate Professor, Nursing. 1970

JOHN MEANEY B.S. University of Texas at El Paso; Ed.M. Boston University. Assistant Professor, Communications/Media. 1971

HAROLD MELVIN A.B. Harvard College; B.D. Episcopal Theological School; S.T.M. Harvard University; Th.D. Boston University. Associate Professor, Sociology. 1970

GEORGE MERRIAM A.B. Clark University; A.M. Brown University; Ph.D. Clark University. Professor, History. 1965

PASQUALE MICCICHE B.S., A.B., M.Ed. Boston College; M.A. University of Minnesota; Ph.D. Boston University. Associate Professor, History. 1969

FREDERICK MILLER B.S. Ed., Ed.M. Fitchburg State College; C.A.G.S. University of Connecticut. Assistant Professor, Industrial Arts. 1966

GEORGE MILLER B.A., M.A. Eastern Michigan University; Ph.D. University of Michigan. Associate Professor, Early Childhood Education. 1972

SANDRA MILLER-JACOBS B.A. Queens College; M.Ed. Boston University. Instructor, Special Education. 1974

JANE MINASIAN B.S., M.S. Boston University. Instructor, Nursing. 1975

M. IRENE MIRANDA B.S. Ed. Bridgewater State College; M.A. University of Massachusetts. Assistant Professor, English. 1965

L. DORIS MOQUIN B.S. Ed. Salem State Teachers College; M.Ed., Ed.D. Boston University. Associate Professor, Elementary Education. 1966

CAROLINE MURPHY A.B. Regis College; A.M., Ph.D. Clark University. Associate Professor, Economics. 1971

GEORGE MURPHY B.S., B.A., M.B.A. Northeastern University. Chairman and Associate Professor, Business Administration. 1976

JOHN F. NASH A.B., M.S. Boston College; Ed.M. Boston University; Ed.D. Syracuse University. Dean of Graduate and Continuing Education Studies and Professor, History. 1958

ROSE MARIE NEUNHERZ B.S. Beaver College; M.S. Southern Connecticut State College; M.S. Northeastern University. Associate Professor, Biology. 1967

BARBARA NOLE, B.S. Ed. Bridgewater State College; M.S.P.E. University of North Carolina. Assistant Professor, Physical Education. 1970

DONALD NORTON B.A., M.A. University of Connecticut; Ph.D. Clark University. Chairman and Professor, Social Sciences. 1969

CHARLOTTE O'CONNOR B.S. Boston College School of Nursing; M.S. Boston College Graduate School of Arts and Sciences. Instructor, Nursing. 1975

KATHARINE O'CONNOR B.S. Ed. Fitchburg State Teachers College; M.S. Boston College; C.A.G.S. Boston University. Associate Professor, Nursing. 1962

M. ELIZABETH O'CONNOR B.S. Ed., M.Ed. Fitchburg State Teachers College. Assistant Professor, McKay Campus School. 1948

HELEN O'FLAHERTY B.A. College of St. Teresa; M.A., Ph.D. Fordham University. Associate Professor, Education. 1971

ALICE O'MALLEY B.A. Anna Maria College; M.A., Ph.D. Clark University. Associate Professor, Biology. 1965

REGINALD O'NEILL S.J., B.A., M.A. Boston College; Ph.L., S.T.L. Weston College; Ph.D. Fordham University. Chairman, Humanities Department. Professor, Philosophy. 1970

LAWRENCE A. OVIAN A.B. Bates College; Ed.M. Pennsylvania State University; Ed.D. University of Massachusetts. Director of Field Services, and Professor, Education. 1971

ERWIN PALLY B.A., A.M. University of Massachusetts; A.M. Harvard University; Ph.D. University of Massachusetts. Assistant Professor, English. 1966

CHARLES PANAGEOTES B.S. Fitchburg State Teachers College; M.Ed. Fitchburg State College. Assistant Professor, McKay Campus School. 1971

IRENE PASSIOS B.S. Ed., M.Ed. Fitchburg State Teachers College. Assistant Professor, Education. 1954

FRANK PATTERSON B.A. Trenton State College; M.M. Temple University. Assistant Professor, Music. 1968

ALBERT PIERCE B.S., M.Ed. Fitchburg State College. Assistant Professor, McKay Campus School. 1971

ERNEST PIKE B.S., M.Ed. Fitchburg State Teachers College. Assistant Professor, McKay Campus School, Industrial Arts. 1969

FRANCIS J. PILECKI B.A. St. John Fisher College; M.Ed., Ed.D. University of Rochester. Academic Dean and Professor, Education. 1974

PIERRE PINET B.A. University of New Hampshire; M.A. University of Pennsylvania; M.A. Rivier College. Associate Professor, French. 1961

HAROLD POSSELT B.A. University of Connecticut; M.Ed. Michigan State University. Instructor, McKay Campus School. 1973

BARBARA POWERS B.S. Nursing, University of North Carolina; M.S. Boston College. Instructor, Nursing. 1974

FRANCIS POWERS A.B. Maryknoll Seminary; M.Ed., Ed.D. Boston College. Chairman and Professor, Early Childhood, Elementary and Secondary Education Department. 1964

*LAWRENCE A. QUIGLEY B.A. Iona College; M.A., Ph.D. Fordham University. Executive Vice President and Professor, English. 1968.

HELENE RILEY B.S.P.A. Boston University; M.Ed. Fitchburg State College. Instructor, McKay Campus School. 1964

ELIZABETH ROSS A.B. Mt. St. Mary College; M.Ed., Ed.D. Boston University. Associate Professor, Education. 1969

ALICE RYAN B.S. Boston College; M.S. Boston University. Instructor, Nursing. 1972

*DAVID RYDER B.S. Ed. Fitchburg State Teachers College; M.A. University of Maryland; Ed.D. Boston University. Professor, Communications /Media. 1963.

ANN SAALBACH B.A. Duke University; M.Ed. University of Massachusetts. Instructor, McKay Campus School. 1973

JEREMY SAYLES B.A. Allegheny College; M.S.L.S. Simmons College. Reference Librarian. 1972

FLORENCE SCARPACI B.S., M.Ed. Worcester State College; M.F.A. Assumption College. Assistant Professor, McKay Campus School. 1966

JEANNETTE SCHARF Lic. in Lit. University Nac., Cordoba, Argentina; M.A. Queens College. Instructor, Spanish. 1973

JUDITH SCHIFFERLE B.S. State University College at Buffalo; M.Ed. Fitchburg State College. Assistant Professor, McKay Campus School. 1971

DONALD SCHMIDT B.A., M.A. State College of Iowa; Ph.D. University of Iowa. Professor, Biology. 1967

MYRA SCHWARTZ B.A. University of Denver; M.A.T. Oakland University. Instructor, McKay Campus School. 1973

HARRY SEMERJIAN B.M. Boston University College of Music; M.A. Boston University; Ph.D. University of Massachusetts. Associate Professor, Music. 1960

ROBERT SHAUGHNESSY B.S. Ed., Ed.M. Fitchburg State Teachers College; M.N.S. Worcester Polytechnic Institute. Assistant Professor, Physics. 1966

JAMES SHEEHAN B.S., Ed.M. Boston University. Assistant Professor, Physical Education. 1973

LOUIS SHEPHERD B.S. Ed. Kansas State Teachers College of Emporia; A.M. Columbia University. Associate Professor, English. 1952

JANET SIMMONS Diploma, Worcester Memorial Hospital; B.S., M.S. Boston University School of Nursing; M.Ed. Fitchburg State College. Assistant Professor, Nursing. 1971

EILEEN SJOBERG B.S. Fitchburg State College; M.S.N. University of Massachusetts. Instructor, Nursing. 1976

RICHARD SPENCER B.A., M.A. Alfred University; Ph.D. State University of New York at Buffalo. Associate Professor, Psychology. 1972

CHARLES STREFF B.A., M.Ed., Mt. Carmel College; M.A., Ph.D. Boston College. Assistant Professor, Psychology. 1973

ROBERT STRONG B.A. Central Washington State College; M.S. Oregon State University; Ph.D. University of the Pacific. Assistant Professor, Chemistry. 1973

KATHLEEN SYNA B.A. Bennington College; M.A., P.D. Columbia University. Assistant Professor, McKay Campus School. 1974

ROBERT TAPPLY B.S. Ed., Ed.M. Fitchburg State Teachers College. Assistant Professor, English. 1966

MARGARET TAYLOR B.S.N. New York University; M.S.N. Boston University; M.Ed. Fitchburg State College. Associate Professor, Nursing. 1966

ROWENA TAYLOR B.S. Ed. Fitchburg State Teachers College; M.A. Assumption College; M.S. Boston College. Assistant Professor, Nursing. 1968

WILFRED THIBEAULT B.S. Keene State College; M.Ed. University of Massachusetts. Instructor, Communications/ Media. 1976

EDMUND THOMAS B.S. John Carroll University; M.A. Kent State University; Ph.D. Clark University. Associate Professor, History. 1967

RENE THOMAS B.S. Ed., Ed.M. Fitchburg State Teachers College; M.Ed. Northeastern University. Associate Professor, Industrial Arts. 1957

DUANE THOMFORDE B.A., M.A. University of Texas at El Paso; M.S. Michigan State University. Instructor, Industrial Arts. 1974

ELBERT TOMPKINS B.S. West Chester State College; M.A., Ed.D. Columbia University. Associate Professor, Psychology. 1971

DOLORES TORTI B.S.N. Georgetown University; M.S. Boston University. Assistant Professor, Nursing. 1973

ESMAIL VALANEJAD B.S. University of Birmingham (England); Ph.D. Princeton University Chairman and Associate Professor, Physics. 1968

MICHAEL VIGNALE A.B., Ph.D. Boston University. Professor, Chemistry. 1966

MILDRED VINSKEY B.S. Worcester State College; M.Ed., Ed.D. University of Massachusetts. Associate Professor, McKay Campus School. 1967

ELEANOR VOORHIES B.A. Park College; M.N. Yale School of Nursing; M.A. Columbia University. Chairman and Professor, Nursing. 1972

KENNETH WADLAND B.S. Worcester Polytechnic Institute; M.S. University of New Hampshire. Assistant Professor, Computer Science. 1977

CLIFFORD WAGNER B.A. University of Cincinnati; M.A. University of Michigan; Ph.D. State University of New York at Albany. Assistant Professor, Mathematics. 1973

ELIZABETH WARREN B.A. Russell Sage College; M.S.S.S. Boston University. Counselor, McKay Campus School. 1973

ROBERT WELCH B.S., M.S. Emerson College. Assistant Professor, Speech. 1968

JACK WESCOTT B.S., M.A. Western Michigan University; Ph.D. University of Maryland. Assistant Professor, Industrial Arts. 1976

FRANK WOLF B.S., M.A., Ed.D. New York University. Professor, Biology. 1957

MICHELE ZIDE B.A. Mount St. Mary College; M.S. Boston College; Ed.D. University of Massachusetts. Assistant Professor, Special Education. 1973

ROBERT ZOTTOLI B.A. Bowdoin College; M.S., Ph.D. University of New Hampshire. Professor, Biology. 1965

MEDICAL OFFICERS

Barbara J. Chaffee, M.D. College Physician
Lucy A. Sandler, M.D. College Physician

COLLEGE LIBRARIANS

William Casey, Library Director
Faith Anttila
Margaret Colburn
Esther Gove
David Kelley
Gloria Provencher
Sarah Ann Sodano
Joan Thomas
Barbara Tirronen
Jeremey Sayles
Eini Woods

*Leave of Absence 1977-78.

PART-TIME FACULTY

GENIFER ANDERSON B.S.N. Syracuse University. Part-time Laboratory Assistant, Nursing. 1974

SANDRA AUSTIN B.S.N. University of Virginia; M.S.N. University of California. Part-time Instructor, Nursing. 1976

MICHELE BRADY B.S.N., M.S.N. Boston University. Part-time Instructor, Nursing. 1976

GLORIA BRAVO B.S. Anna Maria College. Adjunct Clinical Professor, Medical Technology. 1976

CHRISTINE CARTER B.S. S.U.N.Y. at Buffalo. Adjunct Clinical Professor, Medical Technology. 1974

NANCY DZICZEK B.S.N. Boston College. Laboratory Assistant, Nursing. 1974

SHEILA FREDETTE B.S. Ed. Fitchburg State Teachers College; M.S. Medical-Surgical Nursing, University of Massachusetts. Part-time Instructor, Nursing. 1974

JEAN KRESSY B.S. Columbia University; M.S. University of Massachusetts. Part-time Instructor, Nursing. 1973

ROBERT McAULEY A.B., M.D. Boston University. Adjunct Clinical Professor, Medical Technology. 1973

SUZANNE McREE B.A.N. Simmons College. Part-time Laboratory Assistant, Nursing. 1974

WILLIAM MacGILLIVRAY M.D. Georgetown University. Adjunct Clinical Professor, Medical Technology. 1973

MILDREN MARION B.S. Ed. Fitchburg State College; M.A. Assumption College. Part-time Instructor, Nursing. 1972

JUDITH MIZHIR B.S., M.S. Boston University School of Nursing. Part-time Instructor, Nursing. 1974

CAROLE O'BRIEN B.S., M.S. Boston College. Part-time Instructor, Nursing. 1974

ANNE POLLOCK B.A. University of Maine. Adjunct Clinical Professor in Medical Technology. 1973

MARILYN RICHARD B.S.N. University of Maine; M.S.N. Boston University. Part-time Instructor, Nursing. 1976

ANNE RODGERS B.A. Ohio Wesleyan University; M.A.T. University of Massachusetts. Adjunct Clinical Professor in Medical Technology. 1973

HELEN ROGERS B.S. Boston College; M.S. Boston University. Part-time Instructor, Nursing. 1974

SEDA SPARLING B.S., M.D. Boston University. Adjunct Clinical Professor in Medical Technology. 1973

DONA STEIN A.B., M.A. Clark University. Part-time Instructor, English. 1976

MARY SVENSON B.A. Bridgewater State College. Staff Assistant/Lab Instructor, Chemistry. 1973

HELEN TRINQUE B.S.N. University of Massachusetts. M.Ed. Fitchburg State College. Part-time Laboratory Assistant, Nursing. 1975

PROFESSORS EMERITI

JOSEPHINE A. BOLGER, A.M., Professor Emerita of Physical Education
HELEN F. CARNEY, Ed.M., Professor Emerita of Education
FLORENCE D. CONLON, Ed.M., Professor Emerita of Art
MICHAEL CONLON, A.M., Professor Emeritus of Philosophy
CATHERINE COX, A.M., Professor Emerita of Geography
VEVA K. DEAN, Ph.D., Professor Emerita of Geography
DAYTON N. DENNETT, Ph.D., Professor Emeritus of English
RUTH M. DONOVAN, Ed.M., Professor Emerita of Physical Education
ALBERT A. DUNLAP, Ph.D., Professor Emeritus of Biology
ROBERT G. ELLIOTT, A.M., Professor Emeritus of Physical Education
GERTRUDE L. FISKE, A.M., Professor Emerita of Domestic Science
HELEN W. FOOT, Ed.M., Professor Emerita of Education
CLIFFORD W. HAGUE, Ed.M., Professor Emeritus of Industrial Arts
ARTHUR C. HARRINGTON, A.M., Professor Emeritus of History
DANIEL L. HEALY, Ed.M., Professor Emeritus of English
RUTH F. HOFFMAN, B.S., Professor Emerita
LEOTA JANKE, Ph.D., Professor Emerita of Psychology
BERNICE M. KRAWIEC, M.S., Professor Emerita of Nursing
LAWRENCE LANDALL, B.S., Professor Emeritus of Industrial Arts
SR. MARY ALBERT LENAWAY, Ph.D., Professor Emerita of Education
ANNA PHILBIN, Ed.M., Professor Emerita of Education
BELLE NIXON PHILLIPS, Ed.M., Professor Emerita of English
ELIZABETH QUATTLANDER, Ed.M., Professor Emerita of Education
MARY L. ROACHE, Ed.M., Professor Emerita of Education
KATHERINE N. SEHL, Ed.D., Professor Emerita of Nursing
ANNA G. SIMMONS, A.M., Professor Emerita of Geography
SIGNE ANTILA SIPILA, Ed.M., Professor Emerita of Education
GEORGE F. STEFFANIDES, Ed.M., Professor Emeritus of Biology
LILLIAN TATER, Ed.M., Professor Emerita of English

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